

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning and Oversight Committee
FROM: Pasquale Scuderi, Assistant Superintendent for Educational Services
Michelle Sinclair, Coordinator of Professional Development
DATE: April 28, 2015
SUBJECT: Recommendation for Expenditures in 2015-16 of Funds Allocated to Professional Development from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP Resource 0855)

BACKGROUND INFORMATION

In compliance with *The Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), nine percent (9%) of the available revenues of the Measure are allocated to three purposes: (1) providing professional development for the District's teachers and staff; (2) assessing the effectiveness of the District's educational programs for improving student achievement; and (3) providing and maintaining computers and technology in schools. Currently Professional Development and Technology each receive 36% of the allocation, and Program Evaluation receives 28% of the 9%.

The following recommendation is for the allocation of funds for the Purpose of Program Evaluation in accordance with BSEP Measure A, Section 3C:

...providing professional development for the District's teachers and staff.

This recommendation is being presented to the BSEP Planning and Oversight Committee on April 28, 2015, with P&O action requested at the second presentation on May 5, 2015, followed by Board decision on May 20, 2015.

Professional Development Objectives

Effective professional development programs—teachers learning successful educational strategies—are essential to improving overall student outcomes. The following strategic directions and targeted content for professional development guide the District's Professional Development program:

Strategic Directions:

- Build a collaborative Professional Development structure that is guided by District vision and goals and implemented at the site level.
- Expand knowledge and use of a wide range of approaches to teaching that lead to high achievement and equitable outcomes for all students.
- Expand knowledge of subject matter expertise in priority areas.

Targeted Content:

- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Common Core State Standards (CCSS)
- Response to Instruction and Intervention (RtI²)
- Cultural Competence: Supporting a Diverse Student and Staff Population
- Effective Use of Assessment Data to Improve Instruction
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR

Program Summary

The positions and initiatives proposed to be funded from the allocation of BSEP funds for Professional Development in FY 2015-16 have been adjusted to reflect current district priorities as well as the need to reduce deficit spending in this resource. See Appendix A for a three-year funding level and source comparison for Professional Development positions and activities.

Staffing	683,600
● Elementary Literacy Coaches	2.75 FTE
● K-5 Literacy Lead Coach	0.60 FTE
● BHS Professional Development Leaders	2.00 FTE
● Instructional Technology TSA	1.00 FTE
● Professional Development Coordinator	0.40 FTE

Elementary Literacy Coaches **2.75 FTE**

For the past several years, 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 2015-16, the plan is to fund Literacy Coaches at 11 elementary school sites, for a total of 0.75 FTE per elementary site, as follows:

- 0.25 FTE per site, for a total of 2.75 FTE from BSEP Professional Development funds
- 0.3 FTE per site, for a total of 3.3 FTE, from BSEP Class Size Reduction Program Support funds
- 0.2 FTE per site, for an additional 2.2 FTE, proposed from the LCFF Supplemental Funds.

District Literacy Lead Coaches^{[1][2][3]} **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 2015-16, the recommendation is to continue this position at .60 FTE.

BHS Professional Development Leaders

2.0 FTE

Berkeley High School will continue to focus its professional development efforts on Faculty Study Groups, in which teacher teams from learning communities and the departments participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Every member of the BHS faculty is a member of a study group.

Instructional Technology Teacher (TSA)

1.0 FTE

This position was created to help K-12 teachers utilize existing web-based tools to support classroom instruction, for example: Google Applications for Classroom Education; Scholastic Reading Inventory, an electronic reading diagnostic tool; and the Read 180 program at the three middle schools, a computer based remedial reading program which requires reliable hardware and technological expertise.

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.

The recommendation is for this budget to increase funding from 0.50 FTE to 1.0 FTE due to the increased demands of the Common Core State Standards driven digital learning goals.

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 increase BSEP funding from 0.20 to 0.40, with other resources providing funding for this 1.0 FTE.

Program Expenditures

Culturally Responsive Teaching Workshops & Consultants

\$45,000

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 who are leading this initiative in BUSD.

Teacher Initiated Professional Development **\$50,000**

Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap. Topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, or teaching English Language Development in a diverse class.

K-8 Curriculum Teacher Leaders **\$55,000**

Teacher Leaders help advance various curriculum initiatives in the schools, such as the implementation of the Common Core state standards. The Teacher Leaders in math and English language arts participate in workshops with district staff and then facilitate similar workshops at their schools. During the 2014-15 school year, the K-5 Teacher Leaders focused on Math, ELA, Science, and Teacher Leaders for Equity, a group who participate in bi-weekly workshops with the Director of the Berkeley Alliance to develop their leadership skills on this key issue for the district.

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. (The \$2,027 estimated average cost includes employer paid fringe.) 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.

Carryover Funding Priorities

The plan for this resource is to fully expend both the new revenue and the fund balance. However, should carryover exceed projections, or alternative funding sources be identified for the planned expenditures, the following activities could be funded, in priority order.

a. Additional Culturally Responsive Teaching Workshops **\$20,000**

This funding would support relevant workshops referenced and described above as we move toward all staff engaging in the foundational elements and components of race and culture provided in these workshops.

b. Welcoming Schools Training **\$8,000**

The Welcoming Schools curriculum has been implemented at all elementary schools, and training for teachers new to Berkeley is essential to ensure that all students are taught these lessons. Our Family Coalition is available to provide additional training for an elementary teachers from each elementary school to serve as a resource for her/his

colleagues. This fund could pay for the cost of the facilitators, substitutes and teacher hourly.

c. Middle School Writing Scoring **\$10,000**

Middle school teachers from all three sites collaborate with their grade level colleagues to review and assess student writing. This process has proven to be effective professional development in helping teachers hone their skills in improving their students' writing. BSEP funds substitute teachers to enable classroom teachers to participate in this process.

d. RtI² Workshops **\$8,000**

Workshops focused on RtI² for teachers and administrators will further the district's efforts to implement and expand this model.

e. Mentors for Voluntary PAR Referrals **\$10,000**

The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

f. Specialized Workshops for Secondary Teachers^[4] **\$10,000**

Specialized training is required for certain programs at the high school level.

High school teachers prepare to teach Advanced Placement and International Baccalaureate courses by enrolling in week-long subject-specific workshops.

Professional development for all schools is currently funded through a variety of funding sources in addition to BSEP, including categorical funds such as Titles I, II, and III, Common Core funding.

Following is the proposal for BSEP expenditures for 2015-16:

Professional Development Budget FY 2015/16

Revenue	791,290
Expenses	
Professional Development Staff	683,620
Culturally Responsive Workshops & Consultants	45,000
Teacher Initiated Professional Development	50,000
K-8 Curriculum Teacher Leaders	55,000
Reserve for Personnel Variance	25,000
Indirect Cost	56,154
Total Expenses	<u>914,774</u>
Net Change to Fund Balance	(123,484)
Fund Balance	
Beginning Fund Balance	157,060
Net Increase/(Decrease)	<u>(123,484)</u>
Ending Fund Balance	33,576