

PROFESSIONAL DEVELOPMENT

BSEP Measure E1, Resource 0741-000/019

ANNUAL REPORT: FY 2017-18

UPDATE: FY 2018-19

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: Pasquale Scuderi, Associate Superintendent for Educational Services,
Susanne Reed, Coordinator of Professional Development

Salaries

Budget: \$679,001

Actual: \$583,331

Variance: (\$95,670)

- Coordinator of Professional Development 0.40 FTE²
- Teachers on Special Assignment (TSAs):
 - 11 Elementary Literacy Coaches 2.75 FTE
 - Elementary Literacy Lead Coach 0.60 FTE²
 - BHS Professional Development Leaders 2.00 FTE
 - TSA for Instructional Technology 0.50 FTE²

Employee Benefits

Budget: \$177,134

Actual: \$155,340

Variance: (\$21,794)

Services, Materials and Other Operating Expenses

Budget: \$29,000

Actual: \$22,988

Variance: (\$6,012)

RESOURCE SUMMARY

For FY 2017-2018, there were savings from the initial budget due to a reduction in expenditures for hourly work and teacher stipends.

STATUS REPORT

In 2017-2018, Professional Development priorities included a focus on Social Emotional Learning, integrating English Language Development structures and strategies into content areas, and strengthening pedagogical strategies for deeper implementation of Common Core State Standards in math, K-8. Highlights from last year included:

- The K-8 October Professional Development Day focused on Social Emotional Learning, featuring a keynote from Joyce Dorado, co-founder and director of UCSF's HEARTS

¹ BSEP Measure E1 Section 3.a.iv

² Multi-funded to 1.0 FTE

(Healthy Environments and Response to Trauma in Schools) program, as well as workshops to support the social and emotional health of BUSD students.

- 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-5 students.
- Foundational Art of Coaching Workshop: 2 day Professional Development series focusing on instructional coaching for continuous professional development for certificated teachers K-8. Teachers served included: K-8 Literacy Coaches, Response to Intervention (RTI) Teachers, K-8 Professional Development Team, English Language Development (ELD) Teachers.
- Professional Development that Changes Practice Workshop: 2 day Professional Development series focusing on building capacity to provide BUSD-developed professional development. Teachers served included: K-8 Literacy Coaches, Equity Teacher Leaders, K-8 Professional Development Team, Digitech (Library) TSA's.
- Middle School English Language Arts Teachers received 2 days training in new curriculum, Inquiry By Design.
- Middle School Teachers were afforded the opportunity to attend one of three Inquiry By Design hosted "Peer Learning Labs" to observe colleagues and debrief lessons to further their own practice.
- K-5, Literacy and Math Model Classrooms were hosted by District Literacy and Math Coaches for new BUSD teachers, and teachers in BUSD who had changed grade levels.
- Literacy coaches and teacher leader groups were given the opportunity to meet and collaborate in Professional Learning Communities ensuring the implementation of best practices throughout the district.
- Teacher Leaders collaborated to provide professional development, supporting sites with curriculum implementation, and work in Professional Learning Communities to identify and target students' instructional needs.
- 6th-12th Grade teachers continued to be trained in Constructing Meaning to support English Language Learners across content areas. Constructing Meaning strategies have been integrated with Instructional Technology with much success 6th -12th grade.
- Berkeley High School ran teacher led inquiry cycles with an emphasis on Culturally Responsive Teaching Practices, including leveraging community circles and intentional journaling for equity.
- Summer 2018, support for Google Certified Education continued via our TSA for Instructional Technology.
- *Cultural Competency Foundational Academies* provided support for teachers in building foundational knowledge for infusing culturally responsive practices into their work with students, families, and co-workers.

- Equity Teacher Leaders were given training and collaboration opportunities to develop their capacity as leaders in supporting their sites and in providing teachers with professional development for using equity strategies in their work with students.
- Professional development opportunities for travel and conferences further developed teachers' skills for deeper understanding of curriculum and instructional strategies, improving teacher quality, as well as building capacity for Coaches and Teachers on Special Assignment to better support classroom teachers.

Progress on 2017-18 Smart Goals

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.

Result:

We provided three Cultural Competency Academies throughout the school year. We fell short of our 90 participant goal, with 81 certificated teachers in attendance.

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.

Result:

Both the October and November 2017 K-8 Professional Development days offered multiple sessions which integrated Instructional Technology with Social Emotional Learning and Instructional Technology and Equity. Sessions to support teachers becoming Google Certified Educators were offered in June 2018. The work of DigiTech has focused on deepening the impact of our district-wide equity strategies through 1:1 coaching, modeling lessons, and utilizing the Teacher Tech Leaders to help classroom teachers deepen their usage of instructional technology tools in conjunction with our adopted curricula. Berkeley High School held sessions for beginning Google Classroom users at the beginning of each semester of the 2017-2018 school year. Berkeley High School provided six workshops focused on academic language production and oral practice which integrated instructional technology tools.

Update FY 2018-19

For 2018-19 funds for Teacher Leader Stipends were allocated in the following manner: 14 Teacher Leaders for Equity, 11 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 26 Teacher Leader stipends, one less than originally allocated for 2018-2019.

For 2018-2019 School Year, we are considering alternatives to the Cultural Competency Academies. This includes reaching out to different providers of trainings, as well as attending workshops that integrate equity with pedagogical strategies.

Looking towards the 2019-2020 school year, as the Common Core Federal grant sunsets, the focus will be on integrating equitable practices and content specific pedagogical strategies into all Professional Development experiences for Berkeley Unified teachers through instructional coaching and complementary workshops.