

High Quality Instruction Support for Teaching: Professional Development Plan Overview: FY 2019-20

Budget Managers:

Pasquale Scuderi, Associate Superintendent for Educational Services
Susanne Reed, 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

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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 |
| ● 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 2019-20, the recommendation is to continue this position at .50 FTE which means a reduction in K-5 lead lit coach capacity.

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 2018-19, 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

1.2 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. The 1.2 in BSEP contributions for SY 19-20 will be supported by .6 LCAP EL funds and .4 Measure A carryover to maintain the SY 18-19 allocation of 2.2 FTE (1.0 King, .6 at Willard and Longfellow).

BHS Professional Development Leaders

4.4 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 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

Teaching Workshops & Consultants

\$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 academic 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.

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 **\$50,000**

This expenditure had been proposed for reduction, but as of the writing of this plan, the MOU which requires the district (though not necessarily through BSEP) to provide this funding still stands. 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 **\$65,000**

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.

Resource Summary

**Budget Summary for Professional Development in 2019-20
BSEP Measure E1, Resource 0741**

Expense	
Staff	1,243,600
Workshops and Consultants	40,000
Collaboration/Professional Learning Support (TIP)	50,000
Stipends K-8 Curriculum Teacher Leaders	65,000
Reserve for Personnel Variance	<u>65,300</u>
Total Expense	1,463,900