

PROFESSIONAL DEVELOPMENT

BSEP Measure E1, Resource 0741-000/019

BSEP Measure A, Resource 0855

ANNUAL REPORT: FY 2018-19

UPDATE: FY 2019-20

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: \$1,071,468

Actual: \$953,984

Variance: (\$117,484)

- Coordinator of Professional Development 1.00 FTE
- Teachers on Special Assignment (TSAs):
 - 11 Elementary Literacy Coaches 2.75 FTE
 - Elementary Literacy Lead Coach 0.60 FTE²
 - BHS Professional Development Leaders 4.40 FTE
 - BHS Instructional Technology TSA 1.00 FTE
 - District TSA for Instructional Technology 0.50 FTE²

Employee Benefits

Budget: \$296,812

Actual: \$261,887

Variance: (\$34,925)

Services, Materials and Other Operating Expenses

Budget: \$40,000

Actual: \$18,518

Variance: (\$21,482)

RESOURCE SUMMARY

Professional Development resources funded more FTE in 2018-19 than in 2017-18. In order to relieve the General Fund, the BSEP Measure E1 resource fully funded the Professional Development Coordinator (increasing BSEP support from .4 FTE to the full 1.0 FTE), added 2.4 FTE to the Berkeley High Professional Development Leaders (for a total of 4.4 FTE) and added 1.0 FTE for the Berkeley High Instructional Technology TSAs. The resource continued to fund Teacher Initiated Professional Development (TIP) with allocations to all district schools. In

¹ BSEP Measure E1 Section 3.a.iv

addition, the fund balance from BSEP Measure A funded .4 FTE for a DigiTech TSA and .6 FTE for a Middle School Lead Literacy Coach.

Savings over the planned budget were recognized from open positions, changes in staffing and unspent funds for certificated hourly, stipends and TIP.

STATUS REPORT

In 2018-19, Professional Development priorities for K-5 included a focus on supporting the implementation of our newly adopted Phonics Program (Fast Track Phonics) , and continued support of content and pedagogical expertise in mathematics. Middle School professional development focus included Highlights from last year included:

- K-8 Literacy Coaches, Response to Intervention Teachers and Education Specialists attended a ten day Slingerland Training to build skill in understanding and supporting reading acquisition.
- District Teachers on Special Assignment (TSA's) planned and presented to all new to BUSD teachers at our New Teacher Orientation days. The 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-5 students.
- 6th-12th Grade teachers continued to be trained in Constructing Meaning to support English Language Learners across content areas.
- Middle School Teachers were afforded the opportunity to attend Inquiry By Design Learning Labs as well as specialized trainings in English Language Development integration and best practices in grammar instruction.
- 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.
- K-8 Teacher Leaders collaborated monthly to provide professional development for sites. Equity Teacher Leaders presented on district equity strategies monthly. Math Teacher leaders presented to grade levels, and departments across the year.
- 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.
- *Cultural Competency Foundational Academy* 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.

Update FY 2019-20

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 the 2019-2020 School Year and beyond, we will continue the Cultural Competency Academies, but working to augment them with site community based work to strengthen our K-8 model for Equitable teaching practices. This would include developing site based teams to engage in ongoing Equity training to implement at their sites.