

**BSEP**  
**High Quality Instruction:**  
**Professional Development**  
**DRAFT Annual Plan**  
**2021-22**



**March 9, 2021 - First Draft**

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# Professional Development Program Overview

## 1. PROGRAM MISSION and VISION:

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.

## 2. BSEP MEASURE E1 STATED PURPOSE and USES

According to Measure E1 of 2016, “sixty-six percent (66%) of the Available Revenues shall be dedicated annually to reducing class sizes at all District-operated K-12 schools, and may also be allocated to provide funding for **professional development**, classroom support, program evaluation, and expanded course offerings.”<sup>1</sup>

## 3. BSEP BUDGET SUMMARY

## BUSD CONTEXT

| <u>Positions/Expense</u>                         | <u>FY 2021-22</u>   |  |
|--|---------------------|--|
| Elementary Lit Coaches                           | \$ 324,825          | The .25 FTE for each elementary literacy coach is supplemented through .50 FTE provided by Student Support budget and the remaining FTE is provided by Site funds.<br><br>LCAP funding provides additional MS Lit Coach FTE. |
| Middle School Lit Coaches                        | \$ 148,653          |  |
| District Literacy Coach                          | \$ 49,489           |  |
| PD Coordinator                                   | \$ 141,475          |  |
| BHS Tech TSAs                                    | \$ 117,900          |  |
| BHS Teacher Leaders                              | \$ 491,467          |  |
| District K-5 Math Coach                          | \$ 117,323          |  |
| District K-8 Science TSA                         | \$ 48,262           |  |
| Teacher Initiated Professional Development (TIP) | \$ 50,000           |  |
| K-8 Curriculum Teacher Leader Stipends           | \$ 70,000           |  |
| Math Training                                    | \$ 75,000           |  |
| Integrated ELD Training and Support              | \$ 70,000           |  |
| Culturally Responsive Teaching Workshops         | \$ 40,000           |  |
| Social-Emotional Learning K-8                    | \$ 50,000           |  |
| Constructing Meaning                             | \$ 70,000           |  |
| TSA for EL Master Plan and Literacy Improvement  | \$ 106,000          |  |
| TSA for Equity / Gender / Inclusion              | \$ 53,000           |  |
| TK-8 Professional Learning Communities           | \$ 100,000          |  |
| BHS Math Coaching (hourly/U9, SpEd?)             | \$ 53,000           |  |
| Reserve for Personnel Variance                   | \$ 85,000           |  |
| <b>Professional Development Subtotal</b>         | <b>\$ 2,261,393</b> |  |

<sup>1</sup> BSEP Measure E1 of 2016, Section 3.A

#### 4. BSEP FUND USE SUMMARY (Incomplete - first draft)

A full-time **Coordinator of Professional Development** oversees the program. Lead Literacy Coach position which 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 and writing assessments in grades K-5. BSEP PD funds also provide .25 FTE of each elementary school's Literacy Coach position, who provide intervention for students and coaching for teachers.

**Middle School Literacy Coaches** engage in ongoing collaboration with the Coordinator of Professional Development on aspects of the literacy program, facilitate collaboration time with departments, and support the implementation of district literacy assessments.

The district's **Elementary Math Coach** supports all aspects of the district's math program including but not limited to facilitating professional development with math leads, RTI teachers, and district-wide professional development.

The district's **Science TSA** supports all aspects of the district's science program including but not limited to middle school department collaboration time, elementary collaboration time, the STEM program, and district wide professional development.

#### Under Discussion for 2021-22:

##### **TSA's**

- 1.0 EL Master Plan and Literacy Improvement Plan
- 0.5 Equity/ Inclusion/Gender/and/or Ethnic Studies

##### **BHS Math Support:**

Possibly .2 fte for teacher coaching and/or .5 fte U9 math coach or SpEd math?

##### **\$100K training/ hourly for PLC TK-8 district-wide initiative - mitigate Learning Loss**

Teachers will receive training so that they can collaborate on creating lessons that are consistent throughout the grade level teams. These lessons will focus on grade level standards and will give teachers data on student mastery of the grade level subject area standards. Teachers will be trained in creating lessons and designing their teaching with the Four Questions in mind.

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# Professional Development Program Equity and Quality Measures

## 1. PARTICIPATION and OUTREACH:

How do programs address issues of equity, access, and opportunity, including targeted funding and supports?

The district has been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad and her identified five pursuits. All Pre-K-8th grade staff (certificated and classified) have been included in district-wide professional development on this topic. The future work consists of facilitating collaboration time to plan around embedding the five pursuits into our current curriculum.

## 2. REPRESENTATION, DIVERSITY and INCLUSION:

How do programs reflect and support the diversity of our families and students?

While the PD program is primarily oriented toward improving staff practices, the department will continue working closely with OFEE to offer families training including: social emotional learning, anti-bias work, culturally relevant training, implementation of our CCEIS plan, and the African-American Framework committee.

## 3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or professional development of this program address equity and district goals?

Professional development for teachers and staff is designed to improve teaching practice and support strategies that improve student outcomes. The Coordinator of Professional Development, Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

## 4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes? Are there SMART goals?

There are specific outcomes outlined in the CCEIS plan that the Professional development will be supporting, including but not limited to: the adoption of a Universal Screener for literacy, creation of district-wide benchmark assessments for literacy and mathematics, creation of individual learning plans for selected African-American and Latin X students, and site walkthrough data.

## 5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

The implementation of Equity and Math Leads is extremely valuable to the program. We continue to deepen understanding on the aspects of abolitionist teaching critical to increasing the performance of our African-American and Latinx students and the effective components of an effective Tier I balanced mathematical program.