

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



**April 13, 2021 - v3**

Page 1.....Program Overview  
Page 2.....Budget Summary  
Page 3-4..... Equity and Quality Measures  
Page 5-9.....Plan Narrative

# 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:

“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.”

## 3. BSEP FUND USE SUMMARY:

A full-time **Coordinator of Professional Development** oversees the program, which includes strengthening subject area teaching strategies in core curriculum areas such as Literacy, Math and Science, as well as providing support for culturally responsive and anti-racist teaching strategies. For the 2021-22 year, staffing may include:

- |  |          |
|--|----------|
| ● Professional Development Coordinator       | 1.00 FTE |
| ● K-5 Lead Literacy Coach                    | 0.50 FTE |
| ● Elementary Literacy Site Coaches           | 2.75 FTE |
| ● Middle School Literacy Site Coaches        | 1.20 FTE |
| ● District / King Middle School Coach        | 1.00 FTE |
| ● BHS Professional Development Leaders       | 4.40 FTE |
| ● BHS Instructional Technology TSA           | 1.00 FTE |
| ● District Instructional Technology TSA      | 0.50 FTE |
| ● District Gender and Transgender Equity TSA | 1.00 FTE |
| ● District K-5 Math Coach                    | 1.00 FTE |
| ● District K-8 Science TSA                   | 0.40 FTE |

#### 4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

##### **Gender and Transgender Equity TSA**

This position is envisioned as working with the BUSD Office of Civil Rights to support school staff practices that support and uplift students who are experiencing gender-based and transgender-based discrimination. A budget for materials, conferences, and curriculum development will also be needed.

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

\$40,000 funding to support instructional practices in 9th and 10th grade, where students are experiencing struggles, and pass rates for African-American students are of high concern.

#### 5. BSEP BUDGET SUMMARY

**Revised 04/08/2021**

##### **Budget Summary for Professional Development 2021-22**

##### **BSEP Measure E1 Resource 0741**

##### **Expense**

Staffing	1,602,570
Stipends, Workshops	200,000
Initiatives	230,000
Reserve for Personnel Variance	80,129
<b>Subtotal Expense</b>	<b>2,112,699</b>

#### 6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- 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.
- The District Instructional Technology TSA is co-funded with the Instructional Technology budget.

*NOTE: This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next three years, reductions in spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and expenses in the Teacher Template grow due to increased enrollment and costs.*

*The fund balance is likely to be sustainable, but the degree of draw-down for ongoing costs is not, such that plans should be made to reduce discretionary expenditures by about 5% per year (around \$300K/yr, pending revenue and expense growth) for the remainder of the measure.*

## 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?*

The PD program is primarily oriented toward improving staff practices which include culturally responsive teaching practices, anti-racist/abolitionist teaching, LGBTQ+ perspectives, gender and transgender equity, and ethnic studies in teaching practices which are inclusive and representative of our diverse student body and their families.

The department will also continue working closely with the Office of Family Engagement and Equity 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 walk-through 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.

## PROFESSIONAL DEVELOPMENT 2021-22 BUDGET DETAILS

**Staffing** **\$1,602,570**

**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.

**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 2021-2022, the recommendation is to continue this position at .50 FTE, which is a continued reduction in capacity as compared to 2018-2019.

**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 a comprehensive Common Core aligned English Language Arts Literacy plan including: Teachers College Reading and Writing Program, Systematic Fast Track Phonics, integrated English Development, as well as literacy across content areas. For 2021-2022, 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.

**District Middle School Literacy Coach** **1.0 FTE**

This position supports King Middle school as well as District-Wide Literacy Coaching needs at the Middle School Level.

**K-5 Math Coach****1.0 FTE**

The K-5 Math Coach broadly supports the elementary mathematics program district-wide through curriculum and assessment development, working with classroom teachers and math teacher leaders at each site to support and improve mathematics instruction. The coach provides direct in-class modeling for teachers and plays a lead role in the design and delivery of professional development.

**K-8 Science TSA****0.40 FTE**

This position supports K-8 science teachers and the implementation of the Next Generation Science Standards (NGSS). This position facilitates the Elementary Science Release Teachers monthly meetings, as well as Middle School Collaborations for science and STEM.

**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.

**BHS Instructional Technology Teacher 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.

**District Instructional Technology TSA****0.50 FTE**

Since 2010-11, a TSA for Instructional Technology has been co-funded by BSEP Technology and BSEP Professional Development. In 20-21, the entire 1.0 was funded by Technology. To ensure that this crucial position survives it is still being included in this budget, but as needs for software and equipment have continued to place demands on the Technology budget, restoring this position back in PD would rebalance the Tech budget.



**Gender and Transgender Equity TSA** **1.0 FTE**

This new position for 2021-22 is envisioned as working with the BUSD Office of Civil Rights to support school staff practices that support and uplift students who are experiencing gender-based and transgender-based discrimination.

**Program Expenditures** **\$200,000**

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***K-8 Curriculum Teacher Leaders - Stipends*** **\$70,000**

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2021-22 will provide stipends for 27 Teacher Leaders, currently envisioned as 14 Math Teacher Leaders, 11 Equity Teacher Leaders, 1 TK Teacher Leader, and 1 K-5 PE Teacher Leader.

***Culturally Responsive Teaching Workshops*** **\$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 standards based 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. Utilizing a content agnostic rubric to use to reflect on teaching and learning is essential for building teacher expertise in these areas. Areas of focus for 21-22 include the Literacy Improvement Plan and English Language Development.

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.

***BHS Math Support*** **\$40,000**

Funding would support instructional practices in 9th and 10th grade, where students are experiencing struggles, and pass rates for African-American students are of high concern.

***Teacher-Initiated Professional Development (TIP)*** **\$50,000**

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.

**Professional Development Initiatives** **\$230,000**

The following are priority areas for 2021-22, some of which are ongoing initiatives, others are considerations for strengthening areas of need, and include some shorter term (one or two year) investments. As new data is analyzed and needs evolve, the overall areas of focus remain, but proportions dedicated to each priority might change.

***Math Training*** **\$75,000**

BUSD has worked with SVMl to support math professional development for several years. K-8 Math coaches have attended their summer institute in order to provide excellent professional development for our district-wide staff development days. During the school year, K-5 Math Teacher Leaders attend SVMl follow up days with great impact to their Tier 1 instruction, as well as their ability to lead site Professional Development to support Common Core State Standards. Funds will be used to cover sub costs and travel expenses for all 2nd and 3rd grade teachers to attend the Silicon Valley Math Institute (SVMl) professional development days for the 21-22 school year, as well as other research based math professional development.

***Integrated ELD Training and Support - Constructing Meaning*** **\$70,000**

Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds will be used for up to 30 teachers for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, training and support for Integrated English Language Development strategies would extend to K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners.

***Social-Emotional Learning K-12*** **\$50,000**

These funds would provide professional development for teachers on social-emotional learning, including consent education to elementary and secondary students. The goal is to strengthen work with curriculum such as Toolbox, anti-bullying, by-standing restorative practices and other initiatives that help prevent bullying, sexual harassment and assault.

***Gender/Transgender Equity Program Development*** **\$35,000**

As this program is developed, funds will be needed for production of new materials, conference attendance, and consultation.