

BSEP

High Quality Instruction: Professional Development

2022-23 Annual Plan
2nd Draft for Approval



P&O Committee 4-12-22

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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:

“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 K-8 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 2022-23 year, staffing includes:

- | | |
|---|----------|
| ● Professional Development Coordinator | 1.00 FTE |
| ● K-5 Lead Literacy Coach | 0.70 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 K-12 Ethnic Studies TSA | 1.00 FTE |
| ● District K-5 Math Coach | 1.00 FTE |
| ● District K-8 Science TSA | 0.40 FTE |

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4. PROPOSED CHANGES OVER PRIOR YEAR PROGRAM:

The District Wide K-5 Literacy Coach has an increase of 0.2 FTE for 2022-23. Combined with other funding, this position would be a full 1.0 in 2022-23 to assist in implementing the Literacy Action Plan.

5. BSEP BUDGET SUMMARY

Revised 04/12/2022

Budget Summary for Professional Development 2022-23

2nd Reading 4-12-22

BSEP Measure E1 Resource 0741

Expense

Staffing	14.95 FTE	\$	1,790,440
Stipends		\$	87,600
Workshops		\$	130,000
Initiatives		\$	230,000
Reserve for Personnel Variance		\$	93,900
Subtotal Expense		\$	2,331,940

6. BUSD BUDGET CONTEXT and SUSTAINABILITY NOTES

- The 0.25 FTE for each elementary literacy coach is supplemented through 0.50 FTE provided by Student Achievement Strategies budget and the remaining FTE is provided by Site funds.
- The District Instructional Technology TSA (0.5 FTE) is co-funded with the Instructional Technology budget (0.5 FTE).

Note: This budget is part of the discretionary allocation of the larger High Quality Instruction Budget. Over the next two years, spending in the Discretionary budgets (Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support) should be reduced, especially if revenues flatten and/or expenses in the Teacher Template grow.

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Equity

1. PARTICIPATION and OUTREACH:

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

All Pre-K-8th grade staff (certificated and classified) have been engaging in strategic and intentional learning on abolitionist teaching specifically through the work and research of Gholdy Muhammad and her identified five pursuits. We will continue to build on this learning. The seven tenets of Ethnic Studies and their alignment to the five pursuits was also introduced and the district will continue to deepen this work as well. Integrated units that connect ELA, Math, Social Studies/Ethnic Studies and the 5 Pursuits were created and provided to teachers. In 2022-23 we will be piloting these units in classrooms, specifically 2nd and 3rd grade. Additionally, we will continue to build in Universal Design for Learning and Culturally Responsive practices within all of our work.

The Professional Development team is also working directly to address the Literacy Action Plan. In 2022-23, we will continue to work in collaboration with site Literacy Coaches, RTI teachers, and administrators to; revise our Scope and Sequence to incorporate new read alouds and mentor texts that are more culturally responsive and aligned to Gholdy Muhammad's 5 pursuits/and the 7 tenets of Ethnic Studies and incorporate a comprehensive formative assessment plan for use alongside the scope and sequence to inform instruction. Professional Development will continue to focus on Early Literacy, specifically on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading. Teachers will engage in PLCs/Inquiry Work/Lesson Study grounded in student data (one session for two of the shifts, reviewing student work, with built in follow up through observation and coaching around the shifts).

Our elementary science teachers will continue to engage in monthly collaborations with our district TSA that build on the principles of Equity. The team focuses on an active engagement strategy that is meant to increase student engagement. They implement the strategy and then reflect on how it went. Moving forward we will be capturing more specific data on the impact of these strategies on student learning with a focus on our underserved populations. For example: How many students were actively engaged and how do you know? Additionally, our middle school science departments in collaboration with our district science TSA will engage in PLC/Inquiry work to reflect on a dilemma/question about teaching and identify next steps to shift practice in support of student learning with a focus on our underserved populations. Our professional development, in the area of mathematics, will focus on a three part series that builds on knowing the content, knowing how students are making sense of the content and knowing how to impact students' sense making in the ways that are most effective and move them forward in their learning. As follow up to the three part series, educators will engage in

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PLCs/Inquiry Work/Lesson Study to analyze lessons through the lens of student learning, with a focus on our underserved populations. Additionally, in collaboration with our Ethnic Studies work we will be engaging in ongoing collaboration on the *Toolkit - Pathway to Equitable Math Instruction - Dismantling Racism in Mathematics Instruction* with our Math Teachers Leads as well as during our middle school collaborations (five a year). We will continue to collaborate on *Grading for Equity* and extend the pilot to include additional middle school math teachers as well as other subject areas.

Benchmark assessment data is an area for growth and we need to be able to analyze data based on grade level standards in order to know if we are meeting the needs of our underserved populations. Elementary Math leads will engage in collaboration to revise our district pacing guides to ensure standards alignment and the integration of specific Fluency/Number Sense making routines that teach, reinforce, assess key concepts for the grade level. In addition our middle school English and Math educators will be implementing the state's Interim Assessment Blocks at least twice during the 2022-23 school year and the Professional Development team in collaboration with the BREA team will facilitate the implementation and analysis of this assessment tool.

2. REPRESENTATION, DIVERSITY and INCLUSION:

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

The Professional Development 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, the Ethnic Studies Committee, the African-American Framework committee, and the CCEIS committee to offer training including: social emotional learning, anti-bias work, culturally relevant training, and Ethnic Studies training.

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.

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Measures & Data

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 team continues to support, including but not limited to: ongoing support with the Universal Screener for literacy (DIBELS), supporting Vision Scholar sites with respect to individual learning plans for selected African-American and LatinX students, revisions of the district's Literacy Plan, and site walk-through data. The PD team visited many sites to identify strengths and trends with respect to instruction. Some of the trends around strengths were; the consistent use of the adopted curriculum, anchor charts for both math and ELA, aspects of students identity were evident in classrooms and in the schools. We want to ensure that we build professional development around the areas of strength.

Additionally, some trends around areas for instructional development were; student to student discourse/discussion, tasks that are depth of knowledge three and four, access to complex text, and meaning making. Professional development will focus on these areas as well. Consequently, when the team analyzed the district's DIBELS data there were two areas in 1st and 2nd grade that were alarming: decoding and word reading. Due to this, the PD team engaged all K-2 teachers in deepening their understanding on how to analyze the DIBELS data, its alignment with Fast Track Phonics, and the impact on instruction. Moving forward into 2022-23, based on this data, we will be providing training on the 6 learning to read shifts that are needed which are also aligned to the Science of Reading (this was explained previously).

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. This school year our Equity Leads created a set of resources, lessons, activities, units to be used during Black Lives Matter week and that can extend beyond that. They are currently working on supporting sites with additional resources, lessons, and units in support of the Farm Workers Movement (Cesar Chavez's birthday), AAPI month, Women's History Month, Arab American History Month, and Pride month. We noticed a significant increase from last school year in the implementation of Black Lives Matter Week. Moving forward into 2022-23, the group has expressed a desire to continue to support sites in this way and to expand the resources, units, and lessons to include additional heritage months.

Elementary Math Leads will focus on deepening understanding of grade level content standards. The qualitative data that will be used to measure the effectiveness will be Professional

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Development Team walkthroughs, and observations by site administrators, and a decrease in the number of students referred to intervention. Our Math Leads at the middle school level support our districtwide collaborations. This school year the focus was on task complexity and ensuring all students have access to the tasks. The grade level teams brought in student data via work samples, observations, interviews, and collaborated around findings and next steps. Moving into 2022-23, we will be engaging in collaboration on *Toolkit - Pathway to Equitable Math Instruction - Dismantling Racism in Mathematics Instruction* (which was referenced before).

This school year, we had a small group of middle school math teachers engage in a *Grading for Equity* book study. Though this was funded by a grant, because the results were so profound, we hope to use BSEP funding (math funds noted in Program Expenditures below) to expand this work in the 2022-23 school year. These were the 2021-2022 Results: Teachers have read chapters of the book, discussed practical applications, tried new practices in their classrooms and reported best practices. Some results of the teachers in the pilot are:

- *Grading scale is now 1-4*
- *Zero percentage is eliminated from the gradebook. 50% is the lowest grade.*
- *Test retakes are allowed for students to show learning*
- *Assessments are broken down by Standard (not points) for grading.*
- *Homework is optional or not graded for Standards Based Proficiency (SBP).*
- *Changing Habits of Work (HOW) grading to avoid reinforcing culturally insensitive behavior expectations*
- *Teachers observe students showing more agency and intrinsic motivation*

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. Our district wide survey data informed us that teachers want to continue to go deeper with Ethnic Studies and the 5 pursuits. They want to engage in deepening their understanding of Universal Design for Learning and they need more time for processing, collaborating, and planning.

Our RTI lead teachers, which meet with us twice a month, engaged in inquiry work around a problem of practice including but not limited to: How does focusing on student's social emotional well being/feelings of belonging/growth mindset support increased engagement and academic growth? Do teachers feel more equipped to support students after participating in data driven staff collaborations and grade level PLC meetings for an intervention cycle? Does integrating trauma informed practices into small reading groups increase student engagement? The team has expressed interest in continuing this work in 2022-23. Though BSEP doesn't

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directly fund this program, it is included here because of the impact it has on other aspects of the work that BSEP funds support.

Additionally, through our Ethnic Studies work we have engaged students and community organizations that represent People of Color (LUB, TOCN, DACA, AAPI, etc) in listening sessions for providing input on the district's five year Ethnic Studies BUSD Plan. An online survey has also been shared on our Ethnic Studies website for all stakeholders to provide input on the five year Ethnic Studies BUSD Plan. This input will be analyzed by the Ethnic Studies Committee (still being formed) and the recommendations will be a significant part of the plan. The plan will begin to be implemented in the 2022-23 school year.

Professional Development

Plan Narrative

K-8 Staffing

Staffing \$ 1,790,440

14.95 FTE

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

0.70 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. The District Wide K-5 Literacy Coach has an increase of 0.2 FTE for 2022-23 to assist in implementing the Literacy Action Plan. Combined with other funding, this position would be a full 1.0 in 2022-23 to assist in implementing the Literacy Action Plan. No other changes in plan from prior year.

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 2022-2023, 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.

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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.

Ethnic Studies Program Development TSA

1.0 FTE

Supports the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designing into the school day. Funds to support a 1.0 TSA and materials budget, conference participation.

K-8 Programming

K-8 Curriculum Teacher Leaders - Stipends

\$87,600

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding for 2022-23 will provide stipends for 32 Teacher Leaders, currently envisioned as 15 Math Teacher Leaders, 15 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.

All professional development will integrate culturally responsive practices and explicitly make connections to them. Areas of focus for 2022-23 include the Literacy Improvement Plan, English Learner Master Plan, and the Ethnic Studies Plan. We will build from the work with the teams this school year by the addition of lab classes. Each TSA on the PD team will "adopt" a teacher in which they work closely with to implement Culturally Responsive Teaching practices. Eventually the goal is that these classes become models for "doing the work" that we can learn from via video observations, walk throughs, visits, etc.

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Effectiveness: 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. We would be working with educators on how to effectively use qualitative data that measures student agency and student engagement. Our lab classrooms would become a place to observe and engage in data based discussions around content, agency, and engagement.

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.

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 2022-23 school year, K-5 Math Teacher Leaders will create professional development that embeds all that they have learned from attending SVMl. Districtwide professional development will focus on empowering students through voice and agency through providing teachers opportunities to further develop their understanding of mathematical content and standards. Those opportunities will include but not be limited to; district PD days, site PD's, after school/summer workshops, coaching, lesson study, and lab classrooms.

Additionally, the PD Team will create a three part series that builds on knowing the content, knowing how students are making sense of the content and knowing how to impact students' sense making in the ways that are most effective and move them forward in their learning with an emphasis next school year on Number and Operations in Base Ten and in Fractions. As follow up to the three part series, educators will engage in PLCs/Inquiry Work/Lesson Study to analyze lessons through the lens of student learning, with a focus on our underserved populations.

Additionally, 6-8th grade teachers will engage in optional teacher led professional development on *Building Thinking Classrooms*. We will also expand our middle school *Grading for Equity* book study to include more math teachers and additional subject areas..

Effectiveness: Teacher surveys/feedback. Increase in standards based assessment scores. Changes in grading practices and an increase in student agency. Teachers will walk away with the commitment of at least one routine that they will focus on throughout the school year through a PLC/Inquiry based process.

Professional Development

Ethnic Studies Program Development

\$35,000

Continue to facilitate the Ethnic Studies Committee. Support the implementation of the five year BUSD Ethnic Studies Plan. Support Teacher Collective teachers and other piloting 2nd and 3rd grade teachers with the curriculum implementation. Expand the Teacher Collectives to include 4th and 5th grade. Continue to lead opt-in PD workshops that were designed in 2021-2022 during Wednesday staff times as requested in 2022-23 and develop additional opt in PDs. Expand the Ethnic Studies Peer Mentor Program and support implementing pilot teachers/students

Effectiveness: Pre/post surveys with piloting teachers and pre/post surveys with students. Post survey completed by hosting elementary teachers and participating high school students.

Berkeley High School Staff and Programming

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. These PD Leaders plan culturally relevant PD specifically, anti racist education, implicit bias, hard conversations, and gender expansion. Funding supports a 0.2 FTE (release for one period) where these leaders plan PD and how they will lead their department or small school.

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 the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues. They support classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

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.

Professional Development

Additional Staffing and Programming

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.

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.