

PROFESSIONAL DEVELOPMENT
BSEP Measure E1, Resource 0741
ANNUAL REPORT: FY 2022-23
UPDATE: FY 2023-24

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: Chris Albeck, Director of Curriculum and Instruction Development
Juan Raygoza, Principal Berkeley High School

2022-23 Professional Development Plan

In effort to realize Berkeley Unified's Mission and to ensure all of our students achieve academic excellence, we as a district recognize the importance of supporting, training, and developing our educators in their ability to increase student academic achievement. To do so, BUSD invests in professional development that is aligned with our district's instructional priorities as stated in our LCAP goals and district strategic plan.

Professional Development Staffing

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

Program Expenditures

- \$87,600 *K-8 Curriculum Teacher Leaders - Stipends*

¹ BSEP Measure E1 Section 3.a.iv

- \$40,000 Culturally Responsive Teaching Workshops
- \$40,000 *BHS Math Support*
- \$50,000 *Teacher-Initiated Professional Development*

Professional Development Initiatives

- \$75,000 *Math Training*
- \$70,000 *Integrated ELD Training and Support - Constructing Meaning*
- \$50,000 *Social-Emotional Learning K-12*
- \$35,000 *Ethnic Studies Program Development*

2022-23 K-8 Programming Report

Site Allocations for Teacher-Initiated Professional Development

The Educational Services Division works with site principals and site leadership teams to develop annual professional learning or collaboration goals for this funding. The use of these funds is a collaborative process between educators and administrators. The use of these funds are in alignment with site and district goals.

Stipends for K-8 Curriculum Teacher Leaders

The BSEP funding for 2022-23 funding was provided for 15 Equity Teacher Leaders, 15 Teacher Leaders for Math, and 1 Transitional Kindergarten (TK) Teacher Leader, for a total of 31 Teacher Leader stipends. Two of the Math Lead stipends and one of the Equity Lead stipends were not used. Additionally, not all funding was provided by BSEP, as a math grant and LCAP funds augmented this resource.

Culturally Responsive Teaching Workshops

The district continues to engage our educators in adult learning opportunities that create more equitable outcomes in their given learning spaces. This school year alignment of this work to the seven tenets of Ethnic Studies was added.

Integrated ELD Training and Support - Construction Meaning

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. The funding was not

used in 2021-22. These funds were allocated again in 2022-23 and will be used to support similar efforts.

2022-23 Initiatives

Districtwide Professional Development Days TK-8 (August and October)

All Pre-K-8th grade staff (certificated and classified) engaged in district-wide professional development around the foundational “shifts” from a balanced literacy program to one that embraces the basic tenets of the “science of reading” and that of structured literacy. A district wide book study based on the book, “Shifting the Balance” took place in which each elementary school site looked to address the ongoing disagreements about how to teach reading as a critical opportunity to look closely at the research, reevaluate current practices, and embrace new possibilities research supported literacy practices.

Math Training

Grading for Equity (6-8): The district formed a team of six piloting teachers who engaged in a book study of Grading for Equity. The goal of the pilot team was to design, refine, and present consistent and effective grading practices and philosophy to be implemented in more math classrooms and adopted in other departments (humanities, science, etc) and/or K-5 math. The measurable outcomes for the work were: to see a higher percentage of students meeting and/or exceeding expectations in math, students developing an understanding of grading practices that put them in control of working toward the grades they want, and students developing a growth mindset in mathematics. The team would pick focal students to focus on and gather data based on the outcomes.

Silicon Valley Math Initiative: BUSD continued its work with SVMl to support math professional development. Many sites are implementing the MARS tasks as formative assessment for student learning. Classroom teachers also attend their summer institute and after school training. K-5 Math Teacher Leaders attended the five 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. Additionally, the district implemented a collaboration with the Special Education department. A team (12 participants) made up of math coaches, Special Education TSAs, classroom Special Education teachers, and RTI teachers attended the Silicon Valley Math Initiative professional development meetings with follow up coaching.

Site focused: One site engaged in deepening understanding on Fluency/Number Sense Building Routines with follow up coaching. Another site focused on selecting and administering MAC/MARS math assessments with two full days for grade level teams to score, analyze, and plan. Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in mathematics.. The 6-8 English departments also engaged in

SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Literacy

In addition to the science of reading districtwide (K-5) training in August, we also implemented district wide K-2 training on the implementation of DIBELS, our newly adopted universal screener. Teachers unpacked the skills assessed on each subtest of DIBELS and received training in how they could use the data to inform instructional next steps. Additionally, we engaged site Literacy Coaches and RTI Leads in a book study on the six shifts in *Shifting the Balance* that are directly aligned to the Science of Reading in order to prepare for districtwide PD in 2022-23.

DIBELS usage data: 100% of K-2 classrooms were given DIBELS (which includes 3-5 subtests) used for benchmarks- In 2022-23 we're also training interventionists on the progress monitoring component of DIBELS.

Additionally, all elementary sites engaged in site specific training led by district staff on Tools for Preparing for CAASPP in ELA. The 6-8 English departments also engaged in SBA Interim Assessment Preparation training and Preparing for CAASPP training during our district wide collaboration time.

Ethnic Studies

This was the first year of the implementation of an Ethnic Studies district TSA. The goal of this year was to receive input from all stakeholders about the vision for Ethnic Studies in BUSD and to use that information to begin the development of a 3-5 year implementation plan for Ethnic Studies. This work included but was not limited to: Ethnic Studies listening Sessions with various organizations including; Berkeley Latinos Unidos, spanish/bilingual families, Families of LatinE heritage students; co-hosted one with African Descent Advisory Committee (ADAC) of Rosa Parks and Parents and Children of African Descent (PCAD) of Sylvia Mendez for families of Black and African American students; co-hosted an English and Arabic bilingual session with BUSD AAPIs (district parent/staff group) for families of students of AAPI and Arab American heritage. We also had several student listening sessions with middle and high school student affinity groups.

Additionally, we developed a 3rd grade integrated Ethnic Studies unit and a set of integrated Ethnic Studies read aloud lessons for 2nd grade, to be piloted in 2022-2023 and we launched an Ethnic Studies Peer Mentor Program in the spring of 2022 to bring high school students to elementary classrooms via zoom and in-person to share ethnic studies related presentations and “read alouds”.

Heritage and History Month TK-8 Teaching Resource Guides and Ethnic Studies Newsletters have been created and shared with teaching staff on a regular and monthly basis and are housed on our [ethnic studies website](#)

2022-23 K-8 Program Highlights

August 8th and 9th, 2022, New Teacher Orientation and Professional Development
New teachers engaged in orientation training and how to effectively implement the adopted curriculum to meet the needs of all learners.

Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading

All staff engaged by Literacy Coach in Book study and professional development inquiry work around the shifts in literacy instruction based on the Science of Reading; Topics include:

- Shift 1: Rethinking how reading comprehension begins
- Shift 2: Recommitting to Phonemic Awareness Instruction
- Shift 3: Reimagining the way we teach phonics
- Shift 4: Revising high-frequency word instruction
- Shift 5: Reinventing the ways we use MSV (3 cueing systems)
- Shift 6: Reconsidering texts for beginning readers

DIBELS

DIBELS professional development for 2022-23 is also focused on training interventionists on the progress monitoring component of DIBELS.

October 10, 2022 Staff Development Day

All TK-5 classroom teachers, specialists, and interventionists engaged in professional development focused on Shifts in literacy instruction based on the Science of Reading. On October 10th, staff specifically trained and read about Phonological/Phonemic Awareness. They learned high leverage strategies to build phonological awareness with students that they could bring back to their classrooms.

October Districtwide PD Measurable Outcomes:

(K-5) on Phonemic Awareness: approx. Overall 84.5% Response Rate: 91.4 % agreed or strongly agreed that they learned what Phonemic Awareness was and understood how it supports reading development. 87.6% agreed or strongly agreed that they were walking away with new understandings and quick instructional routines to try out right away.

Middle School Choice Sessions around the theme of neurodiversity with some of the topics being: Incorporating SEL, Accommodations for Executive Function, Dyslexia and Inclusion, Executive Functioning and the Brain, Culturally Responsive PBIS Practices, Neurodiversity

Affirming Practices in the classroom, Maximizing Partnerships with IAs in Middle School

73% strongly agreed/agreed that: The professional development supported me in reflecting on my practice
79% strongly agreed/agreed that The session was an effective use of time

Ongoing districtwide PD (K-5) at sites Year-Long (7-8 Wednesday at ALL K-5 Elementary School sites) Shifts 1, 3, 4, 5, 6 on the Science of Reading: 86% of teachers agreed or strongly agreed that they understood how oral language, phonemic awareness, phonics, and orthographic mapping supports reading development and walked away with new instructional strategies to try out right away.

Middle School Collaborations

Middle School District Wide Collaboration: September 28th, 2022, November 9th 2022, January 25th, 2022, February 22nd, 2023, and March 15th, 2023.

All 6-8th grade teachers are engaging in deepening understanding of the implementation of Universal Design for Learning, specifically on increasing student voice in the classroom with an emphasis on focal students. The feedback has been overwhelmingly positive with: 92% stating that- *The collaboration time helped me reflect on my practice* and 89% stating that- *The collaboration was an effective use of time.*

Ethnic Studies

- Ethnic Studies Committee has met (4x): starting to craft set of recommendations for a path forward of rolling out ES districtwide with a 1st draft ready to present in the spring to our district leaders
- Peer mentor program ongoing- districtwide heritage events

Rolling out of our Ethnic Studies work: piloting 3rd grade units, committee work, opt-in collaborations: 12 2nd grade teachers and 12 3rd grade teachers (6 schools - partnered with mayor's office to visit several piloting schools (with most piloting teachers) as part of the pilot experience

2023-24 K-8 Fall Update

Literacy

- BUSD continues to invest in supporting the teaching and learning around literacy. Starting in the summer of 2023, K-8 teachers began the 5 day CORE (Consortium on Reading Excellence) reading academy. This reading academy is designed for K-8 teachers, literacy coaches, reading specialists, and reading intervention teachers. It offers educators fundamental knowledge in effective, standards-aligned and evidence-based reading practices for all learners. The reading academy applies this knowledge to the curriculum teachers are using (TCRWP).
- On August 14th, August 23rd, and September 20th BUSD's teachers engaged in Day 1 of

the CORE reading academy which was focused on an overview of the scientific research on teaching reading, including basic linguistics, phonic elements and print awareness and letter knowledge.

- On October 9th, BUSD hosted our annual Fall Professional Development Day. On this Day, K-8 teachers engaged in Day 2 of the CORE reading academy which was focused on how to develop phonemic awareness as well as explicit, systematic phonics instruction, including effective corrective feedback and various forms of blending, and the application to decodable text. At the end of this day, 356 teachers completed a reflection form. On this form, 87.4% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 42 educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.
- On November 29th and December 6th BUSD's teachers engaged in Day 3 of the CORE reading academy which was focused on helping students transition from reading single-syllable words to reading multisyllabic words. In addition, BUSD teachers learned effective techniques to foster reading fluency: accuracy, appropriate rate and expression.
- On January 29th, BUSD hosted our annual Winter Professional Development Day. On this Day, K-8 teachers engaged in Day 4 of the CORE reading academy which was focused on vocabulary development. BUSD teachers studied word-learning strategies and specific word instruction, and experienced active ways to promote "word consciousness." The needs of Multilingual learners are addressed.

Integrated English Language Development

- BUSD continues to invest in supporting the teaching and learning as it relates to BUSD's multilingual learners. Starting in the summer of 2023, 32 secondary BUSD educators began the 5 day "Constructing Meaning" learning institute. The Constructing Meaning institute is an instructional approach that supports grade-level content learning in English for Multilingual Learners that also benefits all students. Analysis of the language demands becomes part of lesson planning so that both language and content goals are considered. It occurs throughout the day, across all subject areas. Subject-specific language is differentiated by students' English proficiency levels so each student is equipped to think, discuss, read, and write to the lesson goals. At the end of this institute, 30 teachers completed a reflection form. On this form, 92.8% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 59% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

3rd grade Science Curriculum Implementation

- In the Spring of 2023, BUSD's board of education adopted a new K-3 science curriculum named FOSS pathways. FOSS Pathways is a new product that is actively being developed at the Lawrence Hall of Science. It retains the same core methodology and approach to science instruction as the more extensive FOSS Next Generation curriculum, but it "lends flexibility to teach in the class time allotted for science". As curriculum units become available BUSD will be training and implementing the newly adopted curriculum. For the purposes of the 23-24 school year, BUSD has focused solely on the 3rd grade implementation. As with all curriculum adoptions, proper training and support is crucial in ensuring that curriculum is taught and intended in its design.
- On September 7th, BUSD hosted 16 3rd grade teachers of whom 8 were SRTs (Science Release Teachers) and 8 were general education teachers at school sites who do not have 3rd grade SRT programming. The focus of this training was on the 3rd grade Motion unit. At the end of this training, 16 teachers completed a reflection form. On this form, 100% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 62% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.
- On November 2nd, BUSD hosted 24 general education and special education 3rd grade teachers for the second FOSS implementation training. The focus of this training was on the 3rd grade Motion unit. At the end of this training, 20 teachers completed a reflection form. On this form, 90% of respondents reported that they agreed or partially agreed that this professional development opportunity helped them develop skills and strategies to support their teaching practice. Further, 40% of reporting educators welcomed observations of their learning space to see implementation of the day's learning in their classroom communities.

2022-23 Berkeley High School Programming Report

BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.2 FTE for each small learning community and department (release for one period) to plan professional development offerings for both their small and school-wide professional learning communities. In 2021-22, all PD Leader positions were filled.

BHS Instructional Technology TSA - A 1.0 FTE position was filled by two people (each with a partial FTE) who supported 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 supported more than 100 classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools.

In 2022-23, These two positions continue to be filled and currently support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues.

BHS Math Support - In 2022-23, \$40,000 was budgeted to support an additional section of EL Newcomer Math 1. This purpose was funded by an alternate funding source.

Social-Emotional Learning K-12 - \$50,000 was used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100 students participated in workshops.

2023-24 Berkeley High School Programming Fall Update

BHS Professional Development Leaders - A total of 4.4 FTE, which includes a 0.4 FTE for each small learning community and department (release for one period) to plan professional development offerings for both their small and school-wide professional learning communities.

In 2023-24, the focus of the PD Leaders is around Anti Racism Education, Constructing Meaning (Explicit Language Instruction), and Street Data. During the spring semester, data will be collected on teachers' efforts to utilize instructional strategies in the classroom.

BHS Instructional Technology TSA - A 1.00 FTE position was filled by two people (each with a partial FTE) who supported 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 supported more than 100 classroom instructors with technology-based classroom support functions like polling software, gradebook efficiency, and communication tools. The Tech Teams sends out newsletters to staff to provide info on tech resources. Additionally the Tech Team responds to and fulfills tickets submitted for support, and services chromebook carts and promethean board.

In 2023-24, These two positions continue to be filled and currently support the entire school staff of over 250 with needs in hardware, chrome carts/book management, zoom email, and software issues.

Social-Emotional Learning K-12 - \$50,000 will be used for a consultant to provide professional development for teachers on consent education. Over 250 staff participated and more than 3100

students will participate in workshops. In 2023-24, the funds are being used to support additional consent education targeted to 9th graders who were not at BHS to receive consent education last year.

Professional Development Program Measures

Professional Development	2022-23 Annual	2023-24 Fall
Access and Participation		
Number of PD department staff supporting TK-8 Schools	2	2
Number of Literacy Coaches supporting TK-8 Schools	18	14
Number Of Equity Leads supporting TK-8 Schools	11	14
Number Of Math Leads supporting TK-8 Schools	13	13
K-8 Response Rate for Feedback on Professional Development TK-8 Schools	approx. 81.5%	approx. 87.5%
Average K-8 Attendance Rate to Professional Development (Mandatory make-up session in May 2023)	approx. 92.5%	approx. 91.5%
Professional Capacity		
Number of T K-8 Professional Development Sessions Offered	42	84
Number of TK-8 coaching sessions for teacher provided by PD department staff: Professional Development Supporting Collaboration, Coaching and Delivery of PD for Staff -Literacy Coaches (Elementary and Middle), Math Leads (Elementary and Middle), direct teacher support (Elementary and Middle)	approx 60	81
Number of K-8 collaboration/professional development sessions for principals provided by PD department staff	4	8
Number of percent of TK-5 teacher trained in early literacy/science of reading (Dyslexia Introduction and District-Wide Book Study Around Science of Reading)	100%	100%
Diversity, Equity and Inclusion		
Number of middle school students receiving direct services from Literacy Coaches and/or RTI teachers through intervention/support	Math: 261 ELA: 188	Math: 189 ELA: 241

Professional Development	2022-23 Annual	2023-24 Fall
classes		
Literacy Coaches and RTI teachers direct services to students in Elementary	528 students	548 students

Additional Information

Moving into the 2023-24 School Year, Professional Development will pivot to be aligned with the goals and priorities of the newly formed Department of Curriculum and Instruction as identified below.

BUSD's C&I Department's Purpose

The purpose of BUSD's Curriculum and Instruction department is to improve the academic achievement outcomes for all students while working to disrupt patterns of predictability for communities who have been historically underserved.

To do so, BUSD's C&I department has a **C.A.U.S.E.**:

- **Curriculum** - Selects, creates, and implements curriculums that are guaranteed, rigorous, and relevant which uplifts the brilliance of BUSD students and educators.
- **Adult Learning** - Provides meaningful and proven adult learning opportunities that when implemented, reduce educational disparities and produce equitable learning environments.
- **Universal Instruction** - Leads the creation and implementation of BUSD instructional priorities, frameworks, and trajectories with a focus on ensuring students have access to a learning experience that affirms student identity while holding all students to high expectations.
- **Students** - Collaborates with students, families, educators, and the greater BUSD community in effort to build trusting relationships and inform decision making.
- **Educational Leadership** - Works with site and program leaders to develop curricula expertise, ensure adopted curricula, and analyze school site and district wide pedagogical practice.

Through these actions, and in collaboration across departments, BUSD will be able to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to the world.



Professional Development Budget Summary

The year closed with unexpended funds in Contracted Services, primarily due to unused funds for consultants and services.

BERKELEY UNIFIED SCHOOL DISTRICT
FUND 04 - BERKELEY SCHOOLS EXCELLENCE PROGRAM (BSEP)
High Quality Instruction-Professional Development
Comparison Report as of 12/4/23

	Adopted Budget 2022-23 as of 6/29/22	Unaudited Actuals 2022/23 as of 06/30/23	Adopted Budget 2023-24 As of 06/14/23	1st Interim Budget 2023/24 as of 10/31/23
EXPENDITURES				
Certificated Salaries	1,434,260	1,342,026	1,687,065	1,777,835
Classified Salaries	0	2,018	0	0
Employee Benefits	450,436	420,158	516,535	538,765
Books & Supplies	0	6,685	0	53,289
Unallocated Reserve	87,244	0	(183,572)	(183,572)
Contracted Services	360,000	39,327	320,000	153,711
Capital Outlay	0	0	0	0
Indirect Costs				
TOTAL EXPENDITURES	2,331,940	1,810,214	2,340,028	2,340,028