

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Michelle Sinclair, Coordinator of Professional Development, and
Pasquale Scuderi, Assistant Superintendent for Educational Services
DATE: April 26, 2016
SUBJECT: Recommendation for Expenditure of Funds from the
Development in 2016-17 for Professional

BACKGROUND INFORMATION

Competency Academies funded through BSEP provide participants with foundational knowledge for infusing culturally responsive practices into their work with students, families, and co-workers. Additionally, stipends to provide a lead teacher for equity at all K-8 sites as well as the Berkeley Technology Academy (BTA) provide capacity to deliver professional development as well as to provide monitoring and problem solving where general issues of educational equity arise.

ENGAGEMENT:

Effective professional development programs are essential for engaging diverse students in mastering challenging content and skills. If teachers are knowledgeable and passionate about their content area, students will perform at higher levels. Our work in this area still has significant room to expand and improve and the Educational Services team is looking at ways to support lesson design frameworks that improve classroom structures to be more inclusive and responsive to the needs of a wide range of learning styles and needs.

ENRICHMENT:

A component of professional development for teachers is learning skills and strategies for differentiation. Technology can provide students with individualized learning platforms and instant feedback and assessment. It also allows teachers to more easily identify and address particular student needs. A technology teacher on special assignment, with knowledge and skills to understand how and when various tools best support the curricula, can provide teachers with learning opportunities for infusing technology into their classroom.

SMART GOALS:

- A. Cultural Competency

school/evenings), in addition to regularly scheduled professional learning sessions. This work will be facilitated by literacy coaches and focus on strengthening instruction using the Teachers' College Reading and Writing Project curriculum.

Program Summary

The positions and initiatives proposed to be funded from the allocation of BSEP funds for Professional Development in FY 2016-17 have been adjusted to reflect current district priorities as well as the need to reduce deficit spending in this resource. (See Appendix A for a three-year funding level and source comparison for Professional Development positions and activities.)

Staffing

\$685,700

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| ● Elementary Literacy Coaches | 2.75 FTE |
| ● K-5 Lead Literacy Coach | 0.60 FTE |
| ● BHS Professional Development Leaders | 2.00 FTE |
| ● Instructional Technology TSA | 0.50 FTE |
| ● Professional Development Coordinator | 0.40 FTE |

Elementary Literacy Coaches

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.

Instructional Technology Teacher (TSA)

0.50 FTE

areas that will help close the achievement gap. Topics might include the implementation of Response to Intervention or Positive Behavior and Intervention System, assessing reading and writing skills, culturally responsive teaching, or teaching English Language Development in a diverse class.

K-8 Curriculum Teacher Leaders \$60,000

The recommendation is to continue funding an annual stipend for each participating Teacher Leader. The BSEP funding will provide 17 Teacher Leaders for Equity, as well as 4 Teacher Leaders for middle school math, 4 for middle school ELA, and 2 for Next Generation Science Standards.

BUDGET SUMMARY

Professional development for all schools is currently funded through a variety