

Support for Teaching: Professional Development

Plan Overview: FY 2017-18

Budget Managers:

Pasquale Scuderi, Assistant Superintendent for Educational Services
Michelle Sinclair, Coordinator of Professional Development

Program Objectives

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. Teachers on Special Assignment (TSA) and Teacher Leaders with subject area expertise are essential facilitators and contributors toward professional development goals.

2017-18 Goals:

A. Cultural Competency Goal:

By the end of the 2017~~8~~ school year the BUSD Professional Development Department will provide three Cultural Competency Academies with up to 90 teachers participating.

B.

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 and Site funds.

K-5 Lead Literacy Coach

0.60 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 2017-18, the recommendation is to continue this position at .60 FTE with other resources providing funding for this position at 1.0 FTE.

BHS Professional Development Leaders

2.0 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 needed 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

This position helps K-12 teachers utilize existing web-based tools to support classroom instruction using Google Applications for Education. Much of the district's curricula now include web-based and electronic support materials for teachers, stu

Staff will also use funds to continue to develop the core set of ~~existing~~ instructional practices that teachers have been working on over the past two years. Additionally this fund will continue to support the development of a grades 6 through 12 academic language teaching framework.

Collaboration/Professional Learning Support

\$30,000

Research has shown that teacher or peer directed professional development is one of the most effective strategies for improving classroom instruction or professional practice. 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 allocations for professional learning; specifically, world languages, visual and performing arts, special education, special education instructional assistants, and ~~8 K~~ mathematics.

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

