

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 27, 2010
SUBJECT: Recommendation for Expenditures in 2010-11 from the Professional Development portion of BSEP/Measure A of 2006

BACKGROUND INFORMATION:

Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:

- providing professional development for the District's teachers and staff,
- assessing the effectiveness of the District's educational programs for improving student achievement, and
- providing and maintaining computers and technology in schools.

PROFESSIONAL DEVELOPMENT

The current professional development initiatives in BUSD have been identified through the work of study groups of teachers and administrators in previous years, always with the goal of improving our capacity to meet the needs of our students. The key themes of best practices, cultural competence, core content instruction in reading, language arts and mathematics, new teacher support, and support for the students who are not experiencing success, continue to be strongly evident in this recommendation for 2010-2011. All of these initiatives are aligned with the District's 2020 Vision.

Strategic Directions:

- Build a collaborative Professional Development Structure that is guided by District vision and goals and implemented at the site level.
- Expand knowledge and use of a wide range of approaches to teaching that lead to high achievement and equitable outcomes for all students.
- Expand knowledge of subject matter in priority areas.

Targeted Content District-Wide:

- Expository Writing and Literacy Skills
- Numeracy and Algebra Readiness and Success
- Universal Learning Support Systems (ULSS) for Students
- Cultural Competence: Supporting a Diverse Staff and Student Population
- Effective Use of Assessment Data to Improve Instruction
- Beginning Teacher Support and Assessment/Peer Assistance and Review – BTSA/PAR.

The priorities for professional development identified above are funded through a variety of funding sources, including categorical funds such as Title I and Title II, as well as BSEP/Measure A. However, many proposed staff positions focused on professional development are at least partially funded from BSEP/Measure A. It should be noted that there are other professional development efforts that are either site-driven or completely funded from other sources, and these are not discussed in this document.

The positions and initiatives proposed to be funded from BSEP in 2010-11:

Professional Development – Continuing Programs:	Cost
Elementary Literacy Coaches 0.1 FTE x 11 schools	\$ 109,000
Middle School Literacy Coach 0.4 FTE total	40,400
Elementary Literacy Lead Coach 0.40 FTE total	43,200
Math Coach 1.0 FTE	94,700
BHS Teacher Leaders 1.0 FTE (5 x 0.2 FTE)	87,100
TSA ¹ for New Teacher Support at BHS 0.2 FTE	18,700
TSA for Improving Instruction using Data 0.8 FTE	78,000
Prof. Development Coordinator 0.5 FTE (out of 1.0 FTE)	56,700
Teacher Initiated Professional Development	50,000
Professional Development – New Programs:	
Stipends for 30 Literacy & Math Curriculum Lead Teachers	61,600
TSA - Instructional Technology Coach 1.0 FTE	85,400
TSA for ULSS Coordination 0.4 FTE	39,200
Support for Culturally Responsive Schools 0.7 FTE	70,100
Summer Workshop on K-5 Reading	<u>100,000</u>
TOTAL	\$ 934,100

¹ Teacher on Special Assignment (TSA)

Continuing Professional Development Programs

Elementary Literacy Coaches (.10 FTE x 11 schools) \$109,000

For the past several years 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. In 2009-10 the coaches have focused on (a) student writing, helping teachers implement the Teachers College (Lucy Calkins) K-5 writing model, a program that has been embraced district wide, and (b) spelling, supporting teachers' use of the BEAR Spelling assessment to teach spelling to students. In addition, the coaches have provided small group and individual reading intervention for students, utilizing Reading Recovery strategies. In 2010-11 these coaches will also be responsible for guiding teachers to implement the Teachers College Reading program. In the proposed model, the District will continue to support the sites by funding these positions using BSEP/Measure A Class Size Reduction funds as well as BSEP/Measure A Professional Development funds.

A Literacy Lead Teacher at each elementary school, a position that is being reinstated, will assist with the implementation of the new reading program (see Stipends for Curriculum Lead Teachers).

Middle School Literacy Coach (.40 FTE) \$40,400

District data shows that many middle school students are not yet proficient in their literacy and writing skills. The recommendation is for BSEP/Measure A to continue to fund a 0.4 TSA to work with middle school teachers to support the implementation of a new English Language Arts program. A lead teacher at each site will work directly with this TSA (see Stipends for Curriculum Lead Teachers).

Elementary Literacy Lead Coach (.40 FTE) \$43,200

The recommendation is for BSEP/Measure A to continue to fund this part-time position (.40 FTE), designed to facilitate the work of the elementary literacy coaches, providing training in coaching as well as effective strategies for teaching literacy skills. In addition to these workshops for coaches, the position will lead professional development for classroom teachers. This Coach will also facilitate the administration of district reading, writing and spelling assessments in grades K-5.

Math Coach for the Elementary and Middle Schools (1.0 FTE) \$94,700

In 2008-09 the district adopted new math programs in both the elementary and middle schools. The District has provided coaching at the elementary schools to support the implementation of the new program and identified a full-time classroom teacher at each K-8 site to serve as a math teacher leader. A coach would continue to be helpful to teachers by facilitating

workshops to deepen teachers' content knowledge, providing feedback to teachers based on classroom observations, guiding teachers in the use of assessments, and reinforcing the standards that are key to student success in middle and high school math. The recommendation is for BSEP/Measure A to continue to support math instruction by funding a full-time math coach and the stipends for the math teacher leaders at all K-8 sites (see Stipends for Curriculum Lead Teachers).

BHS Teacher Leaders (.20 FTE x 5 = 1.0 FTE) \$87,100

Berkeley High will continue to focus its professional development efforts on faculty study groups in which teacher teams from the small schools, the smaller learning communities (Academic Choice and Berkeley International High School) and the departments will participate in a collaborative structure, such as lesson study, literature study or action research, to improve instructional practices and student performance. Every member of the faculty is a member of a study group. The recommendation is for BSEP/Measure A funds to continue five teacher instructional leaders at .20 FTE each for a total of 1.0 FTE for this effort. These positions are consistent with the goals of the high school as outlined in the WASC accreditation self-study and plan.

TSA for New Teacher Support at BHS (.20 FTE) \$18,700

First and second year teachers need support and guidance to increase their competence and confidence in the classroom. Research shows that supporting teachers in their first years of teaching results in fewer teachers leaving the profession and also results in more effective teachers. Teacher attrition in the first five years of teaching is a large problem for all districts, and Berkeley is no different, particularly at the high school level. A .2 FTE position will work with the Beginning Teacher Support and Assessment (BTSA) program to focus on developing the capacity of new teachers at Berkeley High.

TSA for Improving Instruction Using Data (.80 FTE) \$78,000

The District continues to implement DataWise, a software system for student data management. Datawise provides information on student achievement, attendance, course enrollment, student demographics, and program participation. Teachers, administrators and School Governance Council (SGC) members are requesting training and technical support so they can utilize the system to interpret results and determine actions based on these data. The recommendation is for BSEP/Measure A to continue to fund a part-time position to provide this support.

Professional Development Coordinator (.50 FTE) \$56,700

The recommendation is for BSEP/Measure A to continue to fund part of the Coordinator of Professional Development position, to integrate and coordinate the professional development efforts contained in this document.

Teacher Initiated Professional Development \$50,000

These funds provide money for substitutes and hourly pay to give teachers the time and the structure to focus on areas of professional growth that they have identified as meaningful to them. The intent of this allocation is to foster teacher initiative and site collaboration in areas that will help close the achievement gap; topics might include the implementation of the Universal Learning Support System (ULSS), the new reading program, culturally responsive teaching, and positive behavior systems. Research shows that teacher directed professional development is among the most effective strategies for improving classroom instruction. The recommendation is for BSEP/Measure A to continue to fund this effort.

Proposed New Professional Development Programs

Stipends for 30 Curriculum Lead Teachers \$61,600

These stipends support the work of the Curriculum Lead Teachers in Literacy and Math: 11 elementary & 4 middle school Lead Teachers (2 @ King) for each subject. (See Elementary and Middle School Literacy and Math Coaches)

TSA - Instructional Technology Coach (1.0 FTE) \$85,400

Instructional technology professional development would provide a broad range of support for teachers, parents, and administrators. This position would work to utilize existing and recently selected tools, for example: Holt Mathematics online tutorials for students; CompassLearning, an online intervention program available to all K-8 students; Scholastic Reading Inventory, an electronic reading diagnostic tool; and DataWise, our data management system. Since 2003, each state approved textbook has included web based and electronic support materials for teachers, students, and parents. This new position would provide professional development to bridge technology tools with classroom teaching in order to provide 24/7 support to all students, parents, teachers, and administrators.

TSA for Universal Learning Support System (ULSS) (.40 FTE) \$39,200

ULSS is intended to provide academic and social/emotional support for students at the first sign of need. It is Berkeley's model of "Response to Intervention" (RTI), which is being promoted throughout the state. A recent study of ULSS indicates a need for district guidance and coordination. Teachers, principals, and staff are seeking training to develop a more defined and comprehensive service delivery system to help their students. The proposal is to provide .4 FTE TSA from this BSEP fund.

Support for Culturally Responsive Schools (.80 FTE) \$700,100

There is great cultural diversity in our student population in BUSD, a tremendous asset for the District. However, in general our teaching and

administrative staff does not mirror this diversity. There is a need for guidance in developing teaching and classroom management strategies as well as a school culture that will bring out the best in every student and ensure our schools are welcoming to all. Many teachers have already participated in Sharroky Hollie’s workshops and/or Guided Language Acquisition Design (GLAD) training, which they have found useful. For 2010-2011 the district is proposing to create a position responsible for encouraging staff to utilize a greater variety of culturally responsive techniques to engage more students in learning. This position would also facilitate focus groups for teachers of color to increase their job satisfaction and retention, and would promote opportunities for advancing existing classified staff of color into the teaching profession.

Summer Workshop on K-5 Reading \$100,000

The District has contracted with Teachers College at Columbia University to provide a four-day workshop in late August on the new elementary school reading program. The program builds upon the successful work that has been done by teachers in writing using the Lucy Calkins model. Funds will be allocated to pay the cost of the workshop: stipends for 130 teachers who choose to attend and for consultants’ daily rate, travel and accommodation.

BSEP/Measure A Professional Development Allocation for FY 2011	\$ 790,800
Projected FY 10 Carryover	357,000
TOTAL AVAILABLE REVENUE	\$1,147,800
EXPENDITURES	
Professional Development Staff (7.6 FTE + Stipends)	784,100
Teacher Initiated Professional Development	50,000
Summer Workshop on K-5 Reading	100,000
Reserve for Personnel Variance	31,300
Indirect Cost @ 5.84%	54,600
TOTAL EXPENDITURES	\$1,020,000
Difference	\$ 127,800

*All budget figures rounded to the nearest hundred.

Carryover Funding Priorities

The BSEP Professional Development fund is anticipated to have about \$128,000 of Carryover monies at the close of FY 2009-10, available to utilize in FY 2011. Two factors led to the accumulation of this carryover: 1) the District's inability to fill the Middle School Math Coach position approved for FY 2010, and 2) the use in FY 2010 of residual Professional Development funds from Measure B of 2004. (The Measure B PD funds are now fully expended.) Priorities for the anticipated Carryover funds have been identified and are listed below in ranked order. It should be noted that salaried positions cannot be funded by carryover funds.

Carryover Priorities (in priority order)	
Specialized Workshops for Secondary Teachers	35,000
Tools of the Mind Support for pre-K Teachers	57,000
Substitutes for Middle School Writing Scoring	15,000
GATE Workshop in Differentiated Instruction	15,000
Culturally Responsive Teaching Consultants	30,000
Mentors for Voluntary PAR Referrals	10,000
K-12 Math Consultant	15,000
Math Workshop for K-8 Teachers	<u>15,000</u>
TOTAL	\$ 192,000

Specialized Workshops for Secondary Teachers \$35,000
 Specialized training is required for certain programs at the middle and high school levels, including

- Week-long subject-specific workshops for teachers of Advanced Placement and International Baccalaureate courses;
- Five-day College Prep Math (CPM) workshop, designed to help teachers master the CPM approach which uses inductive reasoning and a spiraling content. CPM is the standard Algebra curriculum at Berkeley High.
- Advancement via Individual Determination (AVID) workshops, required for all identified middle and high school AVID teachers, to learn to deliver the curriculum in the way it is intended. The AVID program is designed to increase the number of students who enroll in a four-year college.

Tools of the Mind Support for pre-K Teachers \$57,000
 In-service and coaching for the Early Childhood Education teachers are needed to enable the district to implement a new program of pre-school strategies that has proven to be effective in preparing students for Kindergarten. Research indicates that Tools of the Mind helps children develop specific social and cognitive skills that will lay the foundation for the children's success in elementary school.

Substitutes for Middle School Writing Scoring \$15,000
Middle school teachers from all three sites collaborate with their grade level colleagues in reviewing and assessing student writing. This process has proven to be effective professional development in helping teachers hone their skills in improving their students' writing. BSEP/Measure A funds substitute teachers to enable classroom teachers to participate in this process.

GATE Workshop in Differentiated Instruction \$15,000
This five day workshop sponsored by the Alameda County Office of Education, offered twice a year, provides guidance for teachers in differentiating their curriculum and instruction, helping them develop strategies to challenge and engage their gifted students. Funds would pay for registration and either substitutes or stipends for those who attend during the summer.

Culturally Responsive Teaching Consultants \$30,000
Culturally Responsive Teaching workshops and coaching by outside consultants, such as Dr. Sharroky Hollie, have helped teachers learn strategies to engage our African-American students in learning more effectively. The consultants would work in conjunction with the BUSD staff members who are leading this initiative in BUSD.

Peer Assistance & Review (PAR) Mentors \$10,000
The cost of mentors for teachers who request them can be a strategic investment for the district and have a positive impact on teaching and learning.

K-12 Math Consultant \$15,000
A math consultant, who is highly regarded by math teachers in the District, will provide workshops for teachers in both content and instructional strategies, assessments and interventions. The consultant would work with Math Teacher Leaders and the Math Coach to help us focus on the key standards to enable students to enroll and succeed in Algebra II.

Math Workshop for K-8 Teachers \$15,000
Most elementary and middle school math teachers have already attended a five-day workshop to help them use the recently adopted math programs to enable students to master key concepts in math. Funding the cost of registration and substitutes will allow those teachers who have not yet participated, including new teachers, to enroll in this workshop during 2010-11.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: BSEP Planning & Oversight Committee
FROM: Neil Smith, Assistant Superintendent, Educational Services
DATE: April 27, 2010
SUBJECT: Recommendation for Expenditures in 2010-11 from the
Technology portion of BSEP/Measure A of 2006

BACKGROUND INFORMATION:

Effective professional development programs—teachers learning successful educational strategies—have been determined by research to be essential to improving overall student outcomes. Having data available to allow those efforts to be focused on immediate needs within the district is also critical. Technology also plays a crucial role in delivering data to teachers and helping students learn.

With that in mind, BSEP/Measure A of 2006 specifies funds for these purposes:

Nine percent (9%) of the Available Revenues of this Measure shall be dedicated to:

- providing professional development for the District's teachers and staff,
- assessing the effectiveness of the District's educational programs for improving student achievement, and
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TECHNOLOGY

The recommended technology budget in BSEP/Measure A for FY 2010-2011 is similar to the 2009-2010 funding; the staffing model of 6.2 FTE technology positions funded by BSEP is identical to 2009-2010. **Of this staffing, 5.4 FTE are Zone Technicians, 0.6 FTE supports the full-time Student Systems Specialist position, and 0.2 FTE supports the full-time Technology Director position. A modest sum is recommended for hourly Zone Technician support.** Technology hardware and software in the schools is recommended to continue at the rate of \$15 per student; a small amount of funds are to be used for contracted repair services and for district-wide software licenses.

Zone Technicians – 5.4 FTE

The Zone Technicians work with teachers and staff to: 1) keep systems working, 2) utilize the DataWise and PowerSchool software systems, and 3) help integrate technology with the curriculum. The Technicians also help technology committees and School Governance Councils make decisions about technology at their schools. Of the 5.4 FTE Zone Technicians, 1.8 FTE are at BHS, 0.2 FTE at B-Tech, 1.4 FTE support the middle schools, and 2.0 FTE support the elementary schools and Independent Studies.

Student Systems Specialist - .60 FTE (out of 1.0 FTE)

PowerSchool, the student information system which replaced SASI in 2009-10 is administered by the Technology Department. Beyond managing basic student information, PowerSchool links with associated servers for communication to students and families (such as the principals' "phone blasts") and also provides the ability for families to see their student's grades and attendance online. The Student Systems Specialist position, created in 2009-10, supports the numerous software applications that run on central and web servers. The position also provides training to teachers in how to utilize Datawise, PowerSchool, and other applications. It is recommended that the position continue to be funded jointly in 2010-11 by BSEP/Measure A and the General Fund.

Technology Director - .20 FTE (out of 1.0 FTE)

As in 2009-10 it is recommended that .20 FTE of the Technology Director position be funded from the BSEP/Measure A Technology budget.

\$494,000

Zone Technicians – Hourly & Illness Substitutes

The Zone Technician positions are ten-month positions. There is a need for additional technology support in the summer and during the school year, especially during winter and spring breaks, as well as illness substitutes to keep systems running. The recommendation is to provide Hourly Extra Duty and Overtime support, as needed, to support the technology program.

\$ 9,000

Technology for Schools, Repairs & Software Licenses

BUSD classrooms house approximately 1,800 computers used for instructional purposes. All instructional technology equipment and software comes from this BSEP/Measure A fund or from one-time grants and donations.

\$180,500

BSEP/Measure A Technology Allocation for FY 2011	\$ 711,700
Projected FY 10 Carryover	30,000
TOTAL AVAILABLE REVENUE	\$ 741,700
EXPENDITURES	
Technology Staff (6.2 FTE)	494,000
Zone Technicians - Hourly	9,000
Technology Supplies & Equipment for Schools	155,500
Computer Repairs & Software Licenses	25,000
Reserve for Personnel Variance	17,700
Indirect Cost @ 5.84%	40,500
TOTAL EXPENDITURES	\$ 741,700
Difference	0

*All budget figures rounded to the nearest hundred.