

Professional development sessions are designed to support teachers' continued growth and development as culturally responsive educators. Cultural 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 Goal:

By the end of the 2016-17 school year the BUSD Professional Development Department will provide three Cultural Competency Academies with up to 90 teachers participating.

B. Instructional Technology Goal:

By the end of the 2016-17 school year, instructional technology will be integrated into at least three Professional Development sessions per grade span: K-5, 6-8, 9-12. The funds allocated to the Instructional Technology TSA in this budget will also directly support the instructional technology professional development efforts currently underway in a joint/collaborative effort with the technology and library departments.

C. Elementary Literacy Goal:

communities and the departments participate in this collaborative structure

Research has shown that teacher directed professional development is one of the most effective strategies for improving classroom instruction. 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 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

elements and components of race and culture provided in these workshops.

BUDGET SUMMARY

Professional development for all schools is currently funded through a variety