# K-12 Professional Development Update

Maggie Riddle, Director of TK-8 Schools, Susanne Reed, Coordinator of K-8 Professional Development
BHS Professional Development Team: Dagny Dingman, Karen Zapata, and Claudia Gonzalez

# BUSD PD Focus Areas Support All Three LCAP Goals

**LCAP Goal 1:** *Provide* high quality classroom instruction *and* curriculum *that promote college and career readiness with* academic interventions *in place to* eliminate barriers *to student success*

**LCAP Goal 2:** End the **racial predictability of academic achievement** by ensuring that **all systems are culturally and linguistically responsive** to the needs of our students

**LCAP Goal 3:** Ensure all school sites have **safe, welcoming and inclusive climates** for all students and their families so that all students are **in their classes ready to learn**

# K-5 Professional Learning Focus

**English Language Arts (ELA)** *LCAP GOALS 1 & 2*

- New Teacher Training in TCRWP, K-5
- Model Literacy Classrooms for New and New to Grade Level Teachers
- Reading Recovery PLC for previously trained teachers
- Structured Literacy is in Development

**English Language Development (ELD)** *LCAP GOALS 1 & 2*

- School Site Workshop Integrating ELD Strategies with TCRWP
- ELD Training for Literacy Coaches and RTI Teachers
  - Examine New ELD Standards
  - Task Analysis for Language Production

# K-5 Professional Learning Focus

**Math LCAP**  *LCAP GOAL 1*

- New Teacher Math Training
- Re-engagement Workshops for A Story of Units (ASOU) Math Curriculum
- Silicon Valley Math Initiative (SVMI)
- Math Model Classrooms for New and New to Grade Level Teachers

**Science**

- Monthly NGSS Collaboration Meetings for Science Release Teachers

# Middle School Professional Learning Focus (6-8)

**English Language Arts (ELA)**  *LCAP Goals 1 and 2*

- Inquiry by Design(IBD)--New Middle School ELA Curriculum
    - Introductory Training on IBD Microcourse
    - Peer Learning Labs
    - Focus of ELA Instructional Coaching

**Science**

- Investigation and Collaboration with FOSS Kits
- FOSS Trainings


*LCAP Goals 1 and 2*

# Middle School Professional Learning Focus (6-8)

**Math**

- SVMI Summer Institute
- "Early Back Days"  Summer Math Workshop
- Math Scoring Days
  - 3 Per Year Per Grade Level

**Constructing Meaning--5 Day Training**

- 25 Math/Science Teachers trained

**Instructional Technology Integrated into Content Areas**

# K-8 Professional Learning Focus

**Culturally Responsive Teaching**  *LCAP Goal 3*

- Cultural Competency Foundational Academies, Pamela Harrison-Small
  - Summer, Winter, and Spring Training (beginning in April)
- Equity Teacher Leader Monthly Collaboration Meetings

**Social-Emotional Learning Focused Professional Development Day** *LCAP Goal 3*

**Instructional Technology Integrated into Content Areas** *LCAP Goal 1*

- Tech Teacher Leader Monthly Collaboration Meetings

**Art of Coaching and PD That Changes Practice Workshops**

# High School PD Focus Areas Support All Three LCAP Goals

**LCAP Goal 1:** *Provide* high quality classroom instruction *and* curriculum *that promote college and career readiness with* academic interventions *in place to* eliminate barriers *to student success*

**LCAP Goal 2:** End the **racial predictability of academic achievement** by ensuring that **all systems are culturally and linguistically responsive** to the needs of our students

**LCAP Goal 3:** Ensure all school sites have **safe, welcoming and inclusive climates** for all students and their families so that all students are **in their classes ready to learn**
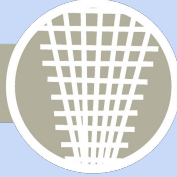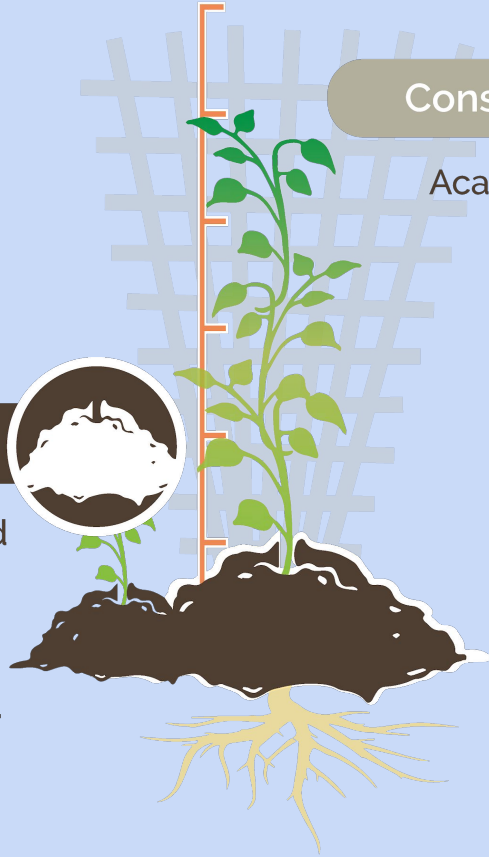
# High School Professional Learning Focus (9-12)

**Constructing Meaning**

Academic language support

**Culturally Responsive Teaching**

The ability to recognize and respond positively to cultural difference in the classroom with flexible teaching moves that tap into students' cultural schema to support learning.

# High School Professional Learning Focus (9-12)

| Culturally Responsive Teaching (CRT) | Constructing Meaning (CM) |
|---|---|
| **What:**<br><br>● Implicit bias framework<br>● Understanding of microaggressions<br><br>**Why:**<br><br>● Questioning/reflecting on our practice to improve student experience and student outcomes<br><br>**How:**<br><br>● Complete Inquiry Cycle utilizing Planning Tool and Equity Strategy Cards<br>● Varied types and uses of data: large grain data (SBA), medium grain data (Constructed Response) and fine grain data (Participation trackers) | **What:**<br><br>● CM lesson component "refreshers" for staff<br>● Focus on Notemakers and Structured Student Talk Strategies<br><br>**Why:**<br><br>● To provide students with the academic language necessary for success across all content areas<br><br>● To provide students with access to the language of power in our society<br><br>**How:**<br><br>● All new staff members receive CM 5-Day Training<br><br>● Teachers create " CM-ified" lesson components in department groups and are actively using CM strategies in their adult learning spaces. |

# Board Questions and Discussion