



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1c

Meeting Date: April 7, 2016

Subject: Approve Educator Effectiveness Plan

- Information Item
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Deputy Superintendent

Recommendation: Adopt staff's recommendation for the utilization of this funding

Background/Rationale: The California Legislature in 2015-16 passed SB 77 (Section 58) which sets aside funding for teacher and leadership development. For the 2016-17 school year, SCUSD is anticipating the hiring of approximately 170 new teachers. In order to provide quality instruction to our students and ensure the retention of these new teachers, the focus of SCUSD's funds from SB 77 will go towards the training and support of these new teachers through a restructuring of the district Induction program (formerly BTSA). Additionally, funds will be allocated to sustain the Aspiring Leaders Academy and LEAD, currently being supported in the district through a grant from the Stuart Foundation.

Financial Considerations: These programs will be supported by SB 77 Section 58 set aside in the 2015-2016 California State Budget. Upon Board approval of an implementation plan, the District will receive 2.8 million over a three-year period beginning in the 2015-2016 school year.

LCAP Goal(s): College and Career Readiness

Documents Attached:

1. Executive Summary
2. Budget
3. Description of New Teacher Support Plan
4. Description of New Principal Support Plan

Estimated Time of Presentation: N/A

Submitted by: Ted Appel, Director of Teacher and Leadership Development

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Deputy Superintendent Department

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I. OVERVIEW / HISTORY :

Senate Bill 77 Section 58 sets aside funds for districts to use for “any of the following purposes:”

(1) A school district, county office of education, charter school, or state special school shall expend funds allocated pursuant to this subdivision for any of the following purposes:

(A) Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

(B) Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

(C) Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

(D) To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

For the 2016 /17 school year, SCUSD is anticipating the hiring of approximately 170 new teachers. In order provide quality instruction to our students and ensure the retention of these new teachers, the focus of these funds will go towards the training and support of these new teachers through a restructuring of the district Induction program (formerly BTSA). Additionally, funds will be allocated to sustain the Aspiring Leader Academy and the Lead program, currently being supported through a grant from the Stuart Foundation.

District Induction programs are designed to provide new teachers with the opportunity to complete their teaching credential through a two-year practicum. Each new teacher is assigned a support provider to guide and support them through the two-year process. This year, the California Commission on Teacher Credentialing, which oversees Induction curriculum and certification, has revised the induction standards and is requiring districts to adopt new curriculum to meet these new standards. In accordance with these standards, SCUSD is developing curriculum and intends to implement support structures and training for new teachers to meet these standards and be effective teachers in the SCUSD.

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Along with the large increase of new teachers in the district, SCUSD has had significant turnover among administrative staff and thus have a large number of new site principals. In order to support new principals, SB 77 Sec 58 set aside funds will be used to support these principals by implementing the Aspiring Leaders Academy and the LEAD year 1 and 2 program. A detailed explanation of these programs is attached.

II. DRIVING GOVERNANCE

The 2015-16 Budget Act provided \$400 million for professional development and training related to teacher and administrator effectiveness. These funds were apportioned to Local Educational Agencies (LEAs) in an equal amount per certificated staff based on the number of certificated staff in the 2014-15 school year.

III BUDGET

Funding is 2.8 million to be spent in a 3 year period. (See attached for budget details)

IV. GOALS, OBJECTIVES, AND MEASURES

- Implementation of New Teacher Training for all new teachers into SCUSD
- Training of Induction Support Providers for each site
- Training of Mentor Co-Teachers and implementation of Co Teaching Student Teacher Program initiative in collaboration with Sacramento State
- Implementation of new Induction Curriculum for new teachers
- Identification and training for teachers interested in future administrative positions
- Assigned leadership coaches assigned for all first and second year principals
- Provide new principal collaboration opportunities

V. MAJOR INITIATIVES

The new Induction program would be structured in the following way:

- Induction support providers will be identified at each site in order to make new teacher support local and available.
- Induction support providers will be trained in Induction Curriculum requirements and paid a \$1,500 stipend.
- New teachers will attend a two day training before the start of the school year focused on classroom environment, SEL practices, inclusive cognitive engagement strategies, intentional standards based planning and formative assessment.

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- Additional training will occur during the school year focused on inclusive special education, cultural and linguistic and GATE practices as well as academic conversations.
- New teacher Induction requirements will be refocused toward cycles of reflection related to planning, lesson delivery and mentor feedback.

New Principal Support:

- **Aspiring Leaders Academy**

The Aspiring Leaders Academy is the first entry point for prospective leaders in Sacramento City Unified School District (SCUSD), is a four day intensive study for prospective educational administrators. This leadership program supports those who are interested in and demonstrate potential for school leadership. The program assists participants to identify and develop a comprehensive range of early leadership capacities.

- **Lead Program (Year 1 and 2)**

The LEAD component of SCUSD's principal development program is embedded in the daily work of principal participants as a structured network of support, coaching and critical feedback for performance improvement. Differentiated support is provided for beginning principals and principals in their second year, in addition to district professional development offered to all principals.

VI. RESULTS

- All new teachers will be trained in core district instructional practices
- Trained Induction support providers at every site
- All new teachers will successfully complete Induction program by the end of two years
- All new administrators will have a mentor / coach
- Aspiring Leaders Academy will be implemented on a yearly basis

2016-18 Educator Effectiveness Budget

2016-18 Induction Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Director of Teacher and Leadership Development	1			150,000	150,000	
Induction Coordinator	1			125,000	125,000	
Clerical OT3	1			85,000	85,000	
Support Providers	100			1,892	189,210	
New Teacher Orientation Training	170	2 days	39 /per session rate	234	79,560	per session compensation per PT
Induction Provider Training (August)	100	1 day	39 /per session rate	234	23,400	per session compensation per SP
New teacher training	170	2 days	178.4 per session per substitute	225.03376	76511.48	per session compensation per substitute
CTC Institution Fee					1,400	
CTC Programs Fee					600	
Swivl for each district site	76	1 per site	425 per swivl	425	32300	
Subs Induction Provider Training (May 2016)	100	1 day	178.4 per session per substitute	225.03376	22503.376	
Subs Participating Teachers to Observe	170	1 sub each	178.4 per day per sub	225.03376	38255.7392	
Food					5000	
Taskstream					7,800	
Induction Program Meetings					2000	
Sub-Total					838,541	

2016-18 Cooperating Teacher Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Co-teacher Subs Spring 2016	100	1 day	178.4 per session per substitute	225.03376	22,503	
Co-teacher Subs Fall 2016	100	1 day	178.4 per session per substitute	225.03376	22,503	
Sac State Training	4	2 days		250	2,000	
Food	100	2 days			1000	
Sub-Total					48,007	

2016-18 Principal Development and Support Program Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Aspiring Leaders Academy		5 sessions	18,550	18,550	18,550	
LEAD year 1 & 2	3			40,000	120,000	
Sub-Total					138,550	
Teacher and Leadership Development Total Cost					1,025,097	

2015-16 Educator Effectiveness Budget

Item	Number of People	Time	Rate	Compensation	Total	Description
Director of Teacher and Leadership Development	1			150,000	150,000	
Induction Coordinator	1			125,000	125,000	
Clerical OT3	1			85,000	85,000	
Support Providers	45			1,892	85,145	
CTC Institution Fee					1,400	
CTC Programs Fee					600	
Subs Induction Provider Training (May 2016)	45	2 days	178.4 per session per substitute	225.03376	20253.038	
Taskstream					7,800	
Induction Program Meetings					2000	
Principal Development and Support	3			20000	60,000	
Total					537,198	

New Teacher and Student Teacher Effectiveness Plan

Structure

- Identify at least one Induction Support Provider at each school site in the district. (More than one is preferable)
- Train all Induction Support Providers in Induction Program requirements and protocols
- Train all new teachers in Induction Program requirements and protocols
- Train Student teacher mentors in Co-Teacher Model for developing student teachers
- In collaboration with area university teacher preparation programs, place student teachers with Induction Program Mentors
- Assign, to the degree possible, Induction Program Mentors to new teachers in their building

Training / New teacher training will focus on the following:

- **Induction protocols/procedures/requirements**
Teachers will be trained in the requirements of the district induction program including timelines, standards to be met, and individual learning plans for attaining a clear credential from the California Commission on Teacher Credentials. Induction Mentors will receive additional training in strategies for supporting new teachers.
- **Classroom management**
Teachers will be engaged in training on classroom management. Trainings will focus structuring, room arrangement and use of proximity, procedures, routines and consistency.
- **Engagement / whole class cognitive processing strategies**
Teachers will be trained in an understanding of cognitive processing and inclusion in a classroom setting. Strategies will be identified for motivation, inclusion, questioning and structuring of lesson activities to ensure high levels of inclusion and cognitive engagement.
- **SEL competencies**
Teachers will be trained in the five SEL competencies with particular focus on relationship development and growth mindset learning models.
- **Learning activity and standards congruence**
Teachers will be trained in an understanding lesson and learning activity objectives and the evaluation of their alignment within a given lesson.
- **Formative assessment**
Teachers will be trained in strategies for ongoing monitoring of student learning, collection of information, providing feedback and adjusting teaching.

- **High quality tasks and academic discourse**

Teachers will be trained in an understanding of district Common Core focus. They will develop an understanding of what is meant by high quality tasks and strategies to engage as well as motivate students in expressing their learning.

- **Inclusive Practices**

Teachers will be trained in strategies to address cultural and cognitive diversity through differentiation, culturally responsive teaching, groupings, accommodations, collaboration and IEP implementation.

- **EL Strategies**

Teachers will be trained in strategies to provide English learners with access to the core curriculum

Sacramento City Unified School District
Administrator Effectiveness Program

School leaders are developed and supported through a multi-faceted system of programs that are coordinated with the desired outcome of developing and maintaining strong transformative leadership at the site and district level.

Aspiring Leaders Academy

Aspire, the first entry point for prospective leaders in Sacramento City Unified School District (SCUSD), is a four day intensive study for prospective educational administrators. This leadership program supports those who are interested in and demonstrate potential for school leadership. The program assists participants to identify and develop a comprehensive range of early leadership capacities.

Program participants build on existing skills, knowledge, and experience and make connections from their current practices to the role of principal/director.

Session topics include: leadership development and styles, career paths in educational leadership, what it means to be a 21st century principal, case studies and scenarios, a principal panel, and pathways for leadership in SCUSD.

- Day 1- Defining: Leadership, Peak Performing Leaders
- Day 2- The 21st Century Principal, Leadership Styles, Career Path in Education Leadership
- Day 3- Leadership, Experiences, Leadership for Teaching and Learning in Sacramento
- Day 4- Expectations of Principals in SCUSD, Case Study Discussion
- Day of Shadowing an Effective Principal

Total cost: **\$18,550**

LEAD Year 1 and 2 Program

Currently in operation

Support delivered by Sacramento City Unified School District

Greg Purcell, Nancy Purcell and Charlotte Chadwick, Retired Administrators

The LEAD component of SCUSD's principal development program is embedded in the daily work of principal participants as a structured network of support, coaching and critical feedback for performance improvement. Differentiated support is provided for beginning principals and principals in their second year, in addition to district professional development offered to all principals.

The program structure includes: principal networks, principal professional development sessions, principal coaching and support, mentoring, and assistance for challenged principals.

All Principals ~ Principal Networks

- Principals meet in networks
- Principals meet as whole-group and segments monthly: Associate Superintendents
- Focus on topics related to district initiatives, leadership and instructional best practices

First Year Principals ~ Principal Professional Development

- Meet monthly as a cohort to address timely issues
- Meet one-on-one for targeted support
- Coaching/mentoring: Nancy Purcell-Elementary
Greg Purcell--Secondary

Second Year Principals ~ Principal Professional Development

- Meet monthly as a group to address timely issues
- Meet one-on-one for targeted support
- Coaching/mentoring: Charlotte Chadwick-Elementary

Estimated Yearly Total : \$120,000