

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: (March 17, 2016)

Subject: Educator Effectiveness Plan

- Information Item
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: April 7, 2016)
- Conference/Action
- Action
- Public Hearing

Department: 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

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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 title read on June 30, 2014, and 60811.3, as that

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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 which 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 201516 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 20145 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

x

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

New Principal Support:

- x 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.

- x Lead Program (Year 1 and 2)

The LEAD component of SCUSD's principal development program is embedded in the 29 I(g)



0,000
1,000
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1,210
560
400
11.48
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03.376
55.7392
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1,541
503
503
00
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007

per session compensation per PT
per session compensation per SP
per session compensation per substitute

Budget

Description

Total

550
0,000
3,550

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	225.03376	20253.038
Taskstream			7,800
Induction Program Meetings			2000
Principal Development and Support	3	20000	60,000
Total			537,198

2 days
178.4 per session per substitute

New Teacher and Student Teacher Effectiveness Plan

Structure

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

Training/ New teacher training will focus on the following:

- x 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 c credential from the California Commission on Teacher Credentials. Induction Mentors will receive additional training in strategies for supporting new teachers.
- x 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.
- x Engagement /whole class cognitive processing strategies

- x 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.
- x 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.
- x 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 ~~fractured~~ ^{unified} 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

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