

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent

October 29, 2008

To: Board of Education  
Vincent Matthews, State Administrator

From: Roberta Mayor, Interim Superintendent  
Brad Stam, Chief Academic Officer  
Mary Butler, Executive Officer, Instructional Services

Sub: **Amended Board Policy – Personnel – BP 4131 – Professional Development**

**ACTION REQUESTED**

Approval by the Board of Education of Amended Board Policy – Personnel -4131 – Professional Development - outlining the District’s professional development program for Class Size Reduction (CSR).

**BACKGROUND**

The District has embarked on a significant redesign effort over the past few years and many of the redesigned element areas intersect with the realm of professional development. Professional Development was most recent addressed in Board Policy 4131 in 2007, and the intention of this revised policy is to reflect the current direction of the District and clearly articulate Board expectations regarding professional development, bringing such in full alignment with the California Education Code.

**FISCAL IMPACT**

This amended policy affects the allocation of resources within already-approved budget areas.

**RECOMMENDATION**

Approval by the Board of Education of Amended Board Policy – Personnel -4131 – Professional Development.

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

BP 4131

### Personnel

#### Professional Development

The Governing Board believes that accelerated student achievement is dependent upon the skills, habits, and dispositions of teachers, and the efforts of these teachers to continually reflect on, and improve, their practice. The Superintendent or designee shall develop a plan that outlines that district's approach to and implementation of teacher professional development, which includes opportunities for teachers and certificated teaching assistants to continually enhance their practice and increase their knowledge of pedagogy, academic content, and the learning environment. The program may include but is not limited to:

1. Development of a robust system to build and support professional learning communities across all schools, networks, and Central Services.
2. Development of discipline-based knowledge, including a thorough understanding of the state standards in each teacher's subject area(s).

(cf. 6011 - Academic Standards)

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6142.2 - AIDS Prevention Instruction)

(cf. 6142.5 - Environmental Education)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

3. Development of effective teaching practices, including the use of technologies to enhance instruction.

(cf. 0440 - District Technology Plan)

(cf. 6162.7 - Use of Technology in Instruction)

4. Development of strategies to meet the needs of diverse student populations, including the range of races and ethnicities represented in Oakland, students with disabilities, English language learners, economically disadvantaged students, and special education students.
5. Development of effective classroom management skills and the ability to engage all students, attending to their various stages of growth and development.

6. Training related to student health, safety and welfare.

(cf. 3515.5 - Sex Offender Notification)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5141.4 - Child Abuse Reporting Procedures)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5149 - At-Risk Students)  
(cf. 5137 – Positive School Climate)

(cf. 4112.22/4212.22 - Staff Teaching Students of Limited English Proficiency)  
(cf. 4112.23 - Special Education Staff)

7. Understanding of how academic and vocational instruction can be integrated to increase student learning; training in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.

(cf. 6030 - Integrated Academic and Vocational Instruction)

8. Development of skills and knowledge in support of the of the district-wide strategic practices, which currently include: effective classroom instruction, professional learning communities, student goal-setting, inside/outside advocate, and family engagement.

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall write and regularly update a district professional development plan that reflects district-wide goals, and supports school-site goals, recognizing that individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students are best equipped to determine the highest impact approaches.

(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)  
(cf. 4131.6 - Professional Development Program)  
(cf. 6000 – Instruction: Concepts and Roles)  
(cf. 6400.5 – Instruction: Curriculum Management)

The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers.

(cf. 4112.21 - District Interns)  
(cf. 4116 - Probationary/Permanent Status)  
(cf. 4131.5 - Professional Growth)  
(cf. 4138 - Mentor Teachers)  
(cf. 4139 – Peer Assistance and Review)

The Board strongly encourages all teachers who are in their first or second year of teaching to participate in an induction or intern program.

(cf. 4112.2 - Certification)

The Board may budget funds for actual and reasonable expenses incurred by individuals who participate in professional development activities.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of professional development activities to the accelerated achievement of students.

(cf. 0500 - Accountability)

As a condition to receiving any apportionment pursuant to Education Code Section 51726,

(a) The Oakland Unified School District shall have a staff development program that requires any certificated teacher who will provide direct instructional services for a class participating in the school district's class size reduction program to receive the appropriate training necessary to maximize the educational advantages of class size reduction. This training shall include, but not be limited to, methods for providing each of the following:

- (1) Individualized instruction.
- (2) Effective teaching, including classroom management, in smaller classes.
- (3) Identifying and responding to pupil needs.
- (4) Opportunities to build on the individual strengths of pupils.

(b) School districts may use funds currently received for staff development or funds received under this chapter to meet the requirements of this section.

Legal Reference:

EDUCATION CODE

44032 Travel expense payment

44259.5 Standards for preparation of all students

44277-44279 Professional growth requirements for maintaining valid credentials

44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTS A)

44560 Inservice preparation in ethnic backgrounds

44570-44578 Inservice training - personnel, secondary education

44579.5 Instructional Time and Staff Development Reform Program

44580-44591 Inservice training - personnel, elementary teachers

44630-44643 Professional Development and Program Improvement Act of 1968

44681-44689 Administrator training and evaluation

44700-44705 Classroom teacher instructional improvement program

44755-44759.7 Inservice training in reading instruction, grades K-3 and 4-8

48980 Notification of parents/guardians: schedule of minimum days

51210 Courses of study for grades 1-6

51220 Courses of study for grades 7-12

51226.3 Legislative intent for staff development on the Great Irish Famine

52800-52870 School-Based Program Coordination Act  
54720-54734 School-Based Pupil Motivation and Maintenance Program  
56240-56245 Staff development; service to persons with disabilities

51726 Class Size Reduction

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

CODE OF REGULATIONS, TITLE 5

6000-6002 Instructional time and staff development reform program

13025-13044 Professional development and program improvement programs

UNITED STATES CODE, TITLE 20

6101 - 6251 School-to-Work Opportunities Act of 1994

6601 - 6702 Dwight D. Eisenhower Professional Development Program

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

San Mateo City School District, (1984) PERB Dec. No. 375, 8 PERC 15021

Jefferson School Districts, (1980) PERB Dec. No. 133, 4 PERC 11117

Management Resources:

CTC PUBLICATIONS

California Standards for the Teaching Profession: A Description of Professional Practice for  
California Teachers, 1997

LABOR LAW REPORTER

Public Sector Labor Relations, Matthew Bender & Co., Inc. Rel. 2-5/91, Pub. 176, Section 11.05[14]

WEB SITES

CDE: <http://www.cde.ca.gov>

8/25/04; 6/13/07A; 10/29/08A