

Board Office Use: Legislative File Info.	
File ID Number:	14-0148
Introduction Date:	02/26/2014
Enactment Number:	
Enactment Date:	



Memo

To: Board of Education

From: GARY YEE, EdD, ACTING SUPERINTENDENT; By: MARIA SANTOS, Deputy Superintendent

Board Meeting Date: 02/26/2014

Subject: Professional Service Contract

Contractor: Lynda Tredway of Washington, DC

Services for: 909-PROFESSIONAL DEVELOPMENT

Board Action Requested and Recommendation: Ratification by the Board of Education of a Professional Services Contract between the District and Lynda Tredway, Washington, DC, for the latter to provide: Complete the final Oakland Unified School District (OUSD) Principal Rubric, including tools, resources, and naming documents for use by principals for professional development and pilot evaluation in 2013-14; final rubric will be based on use of DRAFT rubric in 2013-14 and feedback from principals. Design and implement protocols and processes for district wide professional learning for Professional Critical Friends, in collaboration with Anne Prozan. Consult as needed on evaluation design and process, tune process with Human Resources pilot implementation in 2013-14. Co-construct, as needed, with OUSD district supervisors, processes for supervision OUSD principals, based on rubric and processes. Maintain oversight for rubric publication. Prepare reports and papers to spotlight the OUSD approach and work Document and analyze implementation of rubric for professional learning and evaluation.

Background:
(A one paragraph explanation of why the consultant's services are needed.)

In order to ensure that all students in Oakland Unified have access to high quality and effective instruction with excellent teachers and leaders, the district strategic plan calls for the development of several structures and systems. One particular structure is the design and development of evaluation criteria for all effective leaders. The continued work of the Effective Teaching and Effective Principal Leadership Task Force in furthering the development of the Full Service School Leadership Dimensions is essential to ensure that the district operates from a shared definition of effective leadership to guide teacher, principal recruitment, and professional development and retention efforts.

Discussion:
(QUANTIFY what is being purchased.)

Complete the final Oakland Unified School District (OUSD) Principal Rubric, including tools, resources, and naming documents for use by principals for professional development and pilot evaluation in 2013-14; final rubric will be based on use of DRAFT rubric in 2013-14 and feedback from principals. Design and implement protocols and processes for district wide professional learning for Professional Critical Friends, in collaboration with Anne Prozan. Consult as needed on evaluation design and process, tune process with Human Resources pilot implementation in 2013-14. Co-construct, as needed, with OUSD district supervisors, processes for supervision OUSD principals, based on rubric and processes. Maintain oversight for rubric publication. Prepare reports and papers to spotlight the OUSD approach and work Document and analyze implementation of rubric for professional learning and evaluation.

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Fiscal Impact: Funding resources below not to exceed \$46,900.00
\$46,900.00 General Purpose-Unrestricted

Attachments: Professional Services Contract including Scope of Work
Waiver Summary
Resume / Statement of Qualifications
EPLS Search Results Page
Insurance Certification (if no Waiver was granted)

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OAKLAND UNIFIED
SCHOOL DISTRICT

PROFESSIONAL SERVICES CONTRACT 2013-2014

This Agreement is entered into between Lynda Tredway
(CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 08/15/2013, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$83,400.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$83,400.00, whichever is later. The work shall be completed no later than 05/31/2014.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Forty Six Thousand Nine Hundred Dollars (\$46,900.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: No Reimbursements.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* NONE, which shall not exceed a total cost of \$0.00.
- CONTRACTOR Qualifications / Performance of Services:**
CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.
Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.
- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: LISA SPIELMAN
Site /Dept.: 909-PROFESSIONAL DEVELOPMENT
Address: 2607 Myrtle Street, room 108
Oakland, CA 94607
Phone: 5102732337

CONTRACTOR:

Name: Lynda Tredway
Title: Owner
Address: 804 Van Buren St. NW
Washington, DC 20012
Phone: 510-684-8233

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

- i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

- ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.
- iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

- iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List. (https://www.epls.gov/epls/search.do)

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

- 27. Integration/Entire Agreement of Parties: This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

OAKLAND UNIFIED SCHOOL DISTRICT

MARIA SANTOS

President, Board of Education

Superintendent or Designee

Secretary, Board of Education

12/06/2013

Date

Date

CONTRACTOR

Lynda Tredway

Contractor eSignature

01/24/2014

Date

Lynda Tredway, Owner

Print Name, Title

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

Scope of Work is Attached

Scope of Work

OUSD Rubric Implementation and Professional Learning for Principals
Documentation and Evaluation of Rubric Use

Contractor: Lynda Tredway
804 Van Buren St., N.W.
Washington, D.C. 20012
SSN: 508-62-2899
CV Attached

Contract Supervisor (OUSD): Kyla Johnson-Trammell
Dates of Service: August 15, 2013-May 31, 2014 \$46,900
Invoice 1: August 15, 2013 – December 1, 2013 \$23,450
Invoice 2: January 1 - May 31, 2014 \$23,450
Cost per unit (day rate): 70 days @ \$670 per day
Invoices: December 1, 2013 and May 15, 2014

Outcomes

Complete the final OUSD Principal Rubric, including tools, resources, and naming documents for use by principals for professional development and pilot evaluation in 2013-14; final rubric will be based on use of DRAFT rubric in 2013-14 and feedback from principals.

Design and implement protocols and processes for district wide professional learning for Professional Critical Friends, in collaboration with Anne Prozan

Consult as needed on evaluation design and process, tune process with Human Resources pilot implementation in 2013-14.

Co-construct, as needed, with OUSD district supervisors, processes for supervision OUSD principals, based on rubric and processes

Maintain oversight for rubric publication

Prepare reports and papers to spotlight the OUSD approach and work

Document and analyze implementation of rubric for professional learning and evaluation.

Project Design

1. Principles

A Full Service Community Service Leadership framework includes an emphasis on the work of the leader as instructional guide and on the resiliency necessary for leadership of in equity-driven school and OUSD district context.

Emphasis on the instructional core is a fundamental element of building the FSCS framework and instructional leadership for the common core standards and should be must be intersected with concurrent work in the district related to the national core standards.

Leadership development is a process of working from the inside-out (Grubb and Tredway, 2010). OUSD leaders are capable of forming small networks of supportive professionals who can, through supportive facilitation, engage in processes for their own professional development

Asset observations are one tool for recognizing the current capacity and readiness of leader, individual teachers and school and providing evidence of principal readiness and growth. Implementing a leadership rubric and supervision/observation/evaluation process is a collaborative process with input and ambassadorship from experienced OUSD leaders at the school site and the district.

Project design and activities is an iterative process based on formative feedback from constituents (in this case, OUSD leaders and supervisors); therefore, the project design will incorporate regular feedback for maximum impact.

An activist and participatory research methodology for assessing the effectiveness and usefulness of the rubric and the Professional Critical Friends processes is important for all persons who will have input in final decisions about implementation and use for professional learning and evaluation.

2. Activities

Implementation

Collaborate with designated OUSD contact to co-plan the Professional Learning structures for OUSD principals; troubleshoot implementation

Prepare and co-facilitate if necessary presentations to OUSD

Ensure alignment of rubric with all OUSD efforts that involve principal leadership actions (SEL, FSCS, SQR, LCI competencies, etc)

Prepare and/or collect tools, readings, web resources and surveys that match dimensions for principal use

Documentation and Evaluation

Conduct and analyze observations, interviews, and surveys as needed to document implementation

Prepare and co-present at UCEA (University Council of Education Administrators) on Oakland project (with Johnson-Trammel and Thomas)

Analyze goals/outcomes for alignment with rubric dimensions.

Conduct listening campaigns for input, tuning and alignment from central office and site leaders

Document participation, perceptions and results of project.

Collaborate with external consultant Dr. Christopher Thomas as needed to complete documentation and evaluation.

Deliverables

Published (web and print) OUSD Rubric with dimensions, elements and indicators of practice and all tools, protocols, processes, readings that support implementation

Naming Documents for use in asset observations.

Project Report and Presentation

Consultant Alignment with OUSD Principal Rubric Dimensions and District Vision: The consultant attended and participated in the development of the OUSD rubric dimensions, researched and shared the results of a literature search for full service community school designs and leadership, has been the coordinator of leadership programs at UC Berkeley for 12 years, and has a deep knowledge of FSCS, as she edited Joy Dryfoos' working paper on FSCS in 1986 at the W.T Grant Commission. The consultant with an OUSD team presented at the May 2012 Coalition of Community Schools Forum (SF) and the All Administration meeting in OUSD in June 2012. The consultant collaborated with the Leadership Task Force principals and the facilitator and HR facilitator to design the rubric, based on input from OUSD principals and analysis of observations.

Supervision: Kyla Johnson-Trammel will participate in the working group design of the rubric. She will be responsible for oversight of grant and deliverables, regular meetings with consultant to support implementation, analysis of feedback from principals to support the project, and the full integration of this work with the OUSD. Anne Prozan will serve as OUSD facilitator of the project. Aaron Townsend will serve as the Human Resources facilitator and maintain oversight for use of rubric for evaluation.

ContractsOnline: Contract Waiver Summary

Site Number-Name: 909-PROFESSIONAL DEVELOPMENT

Principal / Department Head: LISA SPIELMAN

Contractor Name: Lynda Tredway

Business Name: Lynda Tredway

Contract Type: Standard

Anticipated Start Date: 08/15/2013

Contract End Date: 05/31/2014

Rate Type: FLAT

Contract Amount: \$46,900.00

Applicable Waivers

Approved by Risk Management

Insurance-Reduction Waiver Status: WAIVED

Waiver-Reduction Type: WAIVED

Other Reduction Amount:

Approval Date: 11/07/2013

Approved by Deputy Superintendent

Billing Waiver Status: Approved

Approval Date: 12/02/2013

Fingerprint Waiver Status: Approved

Approval Date: 12/03/2013

TB Test Waiver Status: Approved

Approval Date: 12/03/2013

CURRICULUM VITAE

Lynda Tredway

CONTACT INFORMATION

Office Address: 804 Van Buren St. N.W.
Washington, D.C. 20012
lyndatredway@gmail.com
510-684-8233

PROFESSIONAL EXPERIENCE

- 1969-70 Urban Teacher Corps Intern
Washington, D.C.
- 1970-76 Teacher, D.C. Public Schools
Secondary Social Studies
- 1978-80 Washington Urban League
Education Specialist
School-to-Work Postsecondary Program
- 1980-83 Instructor, Beacon College, Washington, DC
- 1986-88 William T. Grant Commission of Work, Family and Citizenship,
Washington D.C. *The Forgotten Half: Pathways to success for America's
youth and young families*
Research Associate
- 1988-1993 D.C. Public Schools
Director, Paideia Program and Socratic Seminars
Lead Teacher Paul JHS, DCPS
- 1993-94 Educational Consultant, Socratic Seminars
Education Director, Historical Society of Washington
- 1994-2000 The George Washington University
Department of Teacher Preparation and Special Education
Project Director, D. C. Spirit
Project Director, Urban Initiative
- 2000-2012 University of California, Berkeley
Academic Coordinator, Principal Leadership Institute
Founding Director, Leadership Connection for Justice in Education
- 2011-2012 Coordinator, Veteran Leader Project (Griot Project) and Leadership
Connection for Justice in Education Leadership, U.C. Berkeley
Consultant for district and school projects, Vallejo USD, San Francisco
USD, and Oakland USD (See consultant below)

2011-12	Evaluator, Omaha Public Schools NEA Collaborating for Equity project
2012-present	Educational Consultant, Oakland USD; North Carolina State University; Omaha Public Schools; Hayward USD; Academy of Alameda
2012-present	Senior Program Associate, Institute for Educational Leadership Leaders for Today and Tomorrow Project

PUBLICATIONS and PAPERS

Rigby, J. & Tredway, L (forthcoming). Action matters: Equity principles for urban school leaders. *Handbook on urban educational leadership*.

Tredway, L. & Maxis, S. (forthcoming). Meaningful conversations: An umbrella pedagogy of Community Learning Exchanges. In Guajardo, F., Guajardo, M., Janson, C., & Militello, M., Eds., *Signature technologies for Community Learning Exchanges*.

Tredway, L., Stephens, D., Hedgspeth, C., Jimes, C., & Rubio, R. (2012). *A tripartite framework for leadership evaluation*. Berkeley, CA: Graduate School of Education.

Tredway, L., Stephens, D., Leader-Picone, L. & Hernandez, J. (2012); *Leadership Connection Rubric: Supporting Equity in the Schools We Need*. Berkeley, CA: Leadership Connection.

Grubb, N. & Tredway, L. (2010). *Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools*. Boulder, CO: Paradigm Press.

Tredway, L. & Wheat, R. (2010). Leadership in the Arts. In Donahue, D. and J. Stuart, Eds. *Artful Teaching*. New York: Teachers College Press.

Tredway, L., Brill, F., & Hernandez, J. (Summer, 2007). Taking off the cape: The stories of novice urban leadership. *Theory into Practice* 46(3), pp. 212-221.

Tredway, L., Brill, F., & Hernandez, J. (2005). "Principal Principles: From Practice to a Theory of Action for Novice Urban Administrators." Unpublished paper, AERA Presentation. April, 2005.

Tredway, L., Brill, F., & Hernandez, J. (2004). "From practice to a theory of action: How storytelling helps new administrators co-construct a theory of leadership." Paper presented at UCEA Conference, November, 2004.

Adler, N., Tredway, L., Metcalf, E. & Cross, B. (2004). *A primer for social justice*. Milwaukee, WI: UNITE.

Tredway, L. (2004). Stepping into history through art and literature. In Menkart, D., Murray, A. & View, J. *Putting the movement back in civil rights teaching*. Washington, DC: Teaching for Change.

Grubb, N., Tredway, L. & Furco, A. (2004). *Principals as researcher and analysts: New challenges for leadership programs*. Paper presented at AERA, 2003 and revised for submission.

Tredway, L. & Freund, M. (2002), *Community Mapping: A guide for teachers and administrators*. US Department of Education: Contextual Teaching and Learning Project.

Tredway, L. (2000), "The teacher as moral and intellectual guide." In Elam, K.G. & Duckenfield, M. *Creating a community of learners: Using the teacher as facilitator model*. Clemson, SC: National Dropout Prevention Center..

Tredway, L. (1999), "The art of juggling: Preparing pre-service teachers for urban teaching," *Journal of Negro Education*, 68(3), pp. 382-396.

Tredway, L. Arrington, A. Taymans, J. & Brown, J. (2000). "The Urban Initiative: A School-University Perspective," In *The capital educators: Leadership through collaboration*. Monograph. Washington, DC: The George Washington University Policy Center.

Tredway, L. (August 1996), "Art in Socratic seminars," *Momentum*. Washington, DC: National Catholic Education Association.

Tredway, L. (September 1995), "Socratic seminars: Engaging students in intellectual discourse," *Educational Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development.

Swift, D. & Tredway, L. (1994). *African American women who made a difference*. New York: *Local 1134*.

Tredway, L., ed. (1994). *History day news*. Washington, D.C.: The Historical Society of Washington.

William T. Grant Commission on Youth and America's Future. (1988). *The forgotten half: Pathways to success for America's youth and young families*. Washington, DC: (Co-authors: Halperin, S., Melaville, T. & Tredway, L.)

Consultant Work

- Institute for Educational Leadership, Washington, DC, Senior Program Associate, Leaders for Today and Tomorrow project
- Omaha Public Schools and NEA Foundation Grant: Leading for Equity from the Inside Out; Proposal was based on Grubb-Tredway book; serving as Program Documenter/Evaluator and Data Facilitator for four elementary schools in OPS.
- Oakland Unified School District, Asset Observations and Conversations for School Leaders; developing Oakland USD Leadership Rubric for district vision of Full Service Community Schools leadership through use of protocols and processes of assets observation model; program model included documentation and evaluation of
- North Carolina State University, Raleigh NC; facilitating conversations of race and equity with three cohorts of leadership candidates in project for rural leaders in North Carolina
- Academy of Alameda, Alameda California: Facilitating Conversations of Race and Equity
- Burbank Elementary School, Hayward USD, Hayward, CA: Facilitating Conversations to Develop Mission, Vision and Communication

Funded Projects and Contracts (1997-present)

The following are projects funded by grants for which I had primary responsibility for writing (grants and reports), interaction with program officers, and implementation.

- Stuart Foundation, 2009-12 supports The Griot Project: Professional Development for Veteran Urban Leaders; using Assets Observation and Conversations protocols and practices and Leadership Rubric for supporting the professional development of urban leaders.
- Walter & Elise Haas Foundation, three-year grant to support Leadership Connection for Justice in Education in developing leadership rubric and evaluation tools.
- Rogers Family Fund, three years funding to support the Leadership Support leadership induction program, renewable yearly
- US Department of Education Strategic Leadership Collaborative, grant, 3 years at \$250,000 per year; supplemental grant of \$125,000 to support development of leadership induction and program evaluation
- US Department of Education, supplemental grants, \$150,000 for one year
- West Contra Costa USD
- Hayward Unified School District, three years, 2006-07 \$72,000
- San Francisco Unified School District, four years, 2008-10 \$300,000
- San Francisco School Alliance, three years, 2008-10, \$650,000
- Oakland Unified School District, four years, 2008-10 \$325,000

- Antioch USD, one year 2008-09:\$20,000
- Heller and AEI arts grants, 2006-07 \$17,000 BRAVO Project for leadership in the arts.
- Urban Initiative Teacher Preparation project, D.C. Public Schools and George Washington University (1997-2000): funding from USDOE, World Bank, Strong Foundation.

Courses (1994-present)

UC Berkeley

- Teaching and Learning In Urban Schools, 2004-11
- Urban School Leadership and Management, 2004-11
- School Supervision: Theory and Practice, Fall 2000 –2011
- Organizational Policy and Teachers' Work, 2006-11
- Personnel Administration in Schools and Social Organizations, Spring 2001-2005
- Philosophy of Education, Fall 2000-2005; Spring 2004
- Urban Education, Spring 2003

George Washington University

- History of Education, 1996-2000
- Teaching and Learning I, II, 1993-2000
- Internship Seminar, 1994-2000
- Issues in Teaching and Learning, 1998

Presentations, Committees and Workshops (1997- June 2012)

In addition to workshops and presentations, organization of retreats and facilitated groups is a regular responsibility.

Selected Presentations and Workshops

Teacher Leader Summer Institute, June 3-14, 2013, Omaha Public Schools and NEA Equity Project

Effective Questioning, Omaha Public Schools, Fall 2012

Pre-Conference on "Leadership in Full Service Community Schools", Workshop on "Asset Observations and Conversations for School Leadership in FSCS: The Oakland Experience", Coalition of Community Schools Forum, San Francisco, May 2012.

Featured Speaker, California Association of Bilingual Education, Asset Observations and Conversation, March 2012

AERA, 2012, Vancouver, "Coaching Novice Principals in a University-District-Partnership: Coming to an Understanding of Goals and Result

Leadership Studio, Oakland USD, February 2012; a presentation to the superintendent and district administrators on asset observation process in OUSD.

Presentation, Arts Education Partnership National Forum, "Arts Integration in Preparing Urban Leaders"; September 2011

Presentation, Character Education Partnership Conference, "Evaluating Teachers and Principals beyond Test Scores", October, 2011

Book Talk, Busboys and Poets, February 2011, *Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools.*

Book Talk, Teachers College, NYC, February 2011, *Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools.*

Book Talk, UC Berkeley, April 2011, *Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools.*

Workshop Presentation, Coalition of Essential Schools, Fall Forum, 2010, *Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools.*

Leadership Studio for District Leaders (yearly), 2008-present

Asset Observations for Teaching and Learning, Workshop, Fall 2010

Workshop, Facilitating Conversations of Race and Equity, SFUSD Fall 2009.

Equity-Centered Professional Learning Communities, SFUSD; coordinate and facilitate professional learning communities for all SFUSD elementary and child development center principals., 2008-10

Presentation, California Association of Bilingual Education, February 2008 and February 2009; Facilitating Equity and Race Conversations in Schools

Socratic Seminar Implementation, Malcolm X Academy, SFUSD, 2008-09 and SFUSD, Spring 2010

Consultant, Chico State University Educational Leadership program, Fall 2007.

Inquiry through Reflection, monthly professional development for all San Francisco USD principals and assistant principals, 2006-07; 2007-08.

Inquiry through Reflection, monthly professional development for all Oakland USD assistant principals, 2006-07; 2007-08.

Assistant Principal Professional Development, Oakland USD, 2006-07.

Differentiated Instruction: Theory to Practice, San Francisco Association for Supervision and Curriculum Development, November, 2006; April 2007; Dec 2007.

Engagement Strategies, Horace Mann MS, SFUSD, 2006-07

“School Leadership: Looking Inside and Working Outside”. American Education Research Association, San Francisco, CA, April, 2006.

“Principal Principles: From Practice to a Theory of Action for Novice Urban Administrators.” American Educational Research Association, Montreal, to be presented April , 2005.

“From Practice to a Theory of Action: How Storytelling Helps New Administrators Co-construct a Theory of Leadership.” University Council of Educational Administrators, Conference, Kansas City, November, 2004.

“Principals as Consumers and Producers of Research,” Presentation at American Education Research Conference, Chicago, IL, April 2003.

Socratic Seminars: Use in High School Social Studies Classrooms, Oakland USD, Spring 2003.

"Critical Friends: Protocols for Professional Development" and "Super Vision for Transference" Mediterranean Association of Independent Schools; Rome, Italy, November 2002.

Design Team - Adhoc Committee on Administrative Services Credential, California Commission on Teacher Credentialing, 2002-04

Presentation, March 2002, West Contra Costa County Office of Education, Leadership Possibilities

Co-facilitator, Work Group on K-12 Social Justice Curriculum, UNITE 1998-2000.

“Contextualized Teaching and Learning,” Association of Teacher Educators, New Orleans February 2001.

Presentation, Oakland School Board Meeting, Fall, 2001

Presentation, Phi Delta Kappa Chapter, Oakland and West Contra Costa County, January 2002

“Socratic Seminars: Arts and Humanities,” Mediterranean Association of Independent Schools, Madrid, Spain November 2000.

“Critical Friends: A Process of Examine Teacher Work Products and Student Work Samples,” Bell Multicultural High School, Washington, D.C. February 2000

“Social Justice Competencies for Teacher Leaders and Teacher Education Programs,” UNITE Conference, Cincinnati, OH, January 2000.

“Using Critical Friends as a Strategic Process in Teacher Education,” Secretary of Education’s Conference on Teacher Quality, Washington, D.C. January 2000.

“Photographs as Tools for Teaching Civil Rights,” Putting the Movement Back in Civil Rights Teaching, Howard University, Fall 1999.

“Pathwise Use in Preparing Preservice Teachers,” Summer Institute for Teachers, August, 1999

“Effective Questioning,” Washington, D.C. July 1999

“Reciprocal Teaching in Practice,” AMY 6 Middle School, Philadelphia, PA, 1999.

“Effective Questioning: Socratic and Otherwise,” Hyattsville, MD, November 1998.

“A Professional Development Partnership: The Urban Initiative,” Holmes Partnership National Conference, Boston, MA, January 1999.

“The Urban Initiative: Partnership Possibilities,” Potomac Regional Education Partnership Conference, Washington, D.C., January 1999.

“Aligning SAT9 Testing with the Curriculum,” Collaborative for Educational Reform, Washington, D.C. December 1998.

“Literacy as a Cornerstone of Effective Teacher Education,” UNITE, Fall Meeting, Pittsburgh, PA, October 1998.

“The Urban Initiative,” UNITE and Holmes Partnership Conference, Orlando, FL January, 1998.

“Reciprocal Teaching: A Research-based Literacy Strategy,” Summer Institute for Explorers Learning Community, Washington, DC, August 1997.

“Socratic Dialogue in a Foundations of Education Course,” Association of Teacher Education Conference, Washington, D.C. March 1997.

PROFESSIONAL ASSOCIATIONS AND SERVICE

- Member, Community Learning Exchange Advisory Group in partnership with Institute for Educational Leadership and Center for Ethical Leadership; Kellogg Foundation grant.
- Thought Leader Meeting, Highlander Center, September 2011; Developing a Counter Narrative for Education
- Advisor, National Board for Certification of Educational Leaders, National Board for Professional Teaching Standards, National, 2009
- Board Vice President, BAYCES (Bay Area Coalition for Equitable Schools – now New Equity Project); 2004-2009
- Board, Teaching for Change, an organization with a national focus devoted to anti-racist and equity education, 1992-present; Board Chair, 1995-98.
- Advisor, *Putting the Movement Back in Civil Rights Teaching*, a publication of Teaching for Change and Poverty Race and Action Council.
- California Council of Teacher Certification, Advisory Panel for new administrative standards for leadership preparation, 2004-2006
- Reader and Commenter, Proposals for Administrative Services Credential, Commission on Teacher Credentialing, 2004-2006
- Member, American Educational Research Association
- Associate, Association for Supervision and Curriculum Development

EDUCATION

George Washington University, B.A. History, 1969

Catholic University, Secondary Education, M.A., 1970

