

File ID Number	13-1846
Introduction Date	8/28/13
Enactment Number	13-1778
Enactment Date	8-28-13
By	



**OAKLAND UNIFIED SCHOOL DISTRICT**

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent of School**  
August 28, 2013

To: Board of Education

From: Gary Yee, Ed.D., Acting Superintendent *g*  
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support *VEH*

Subject: **District Submitting Grant Application**

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting Grant Application for OUSD schools for fiscal years 2013-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**BACKGROUND:**

Grant application for OUSD schools for the 2013-2018 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-1846	Grant Application and Grants Mgmt Face Sheet	Grant	Oakland Unified School District	To increase the quantity and quality of school leaders in our district.	10/1/13 - 9/30/18	US Department of Education	\$4,942,891.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$4,942,891

**RECOMMENDATION:**

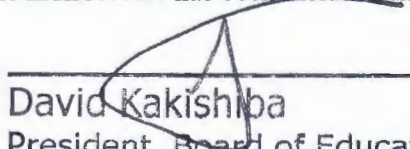
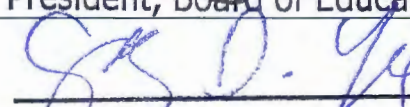
Approval and support by the Board of Education of District applicant submitting Grant Application for OUSD schools for fiscal years 2013-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:** Grant application, Grants Management face sheet

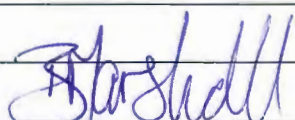


OUSD Grants Management Face Sheet

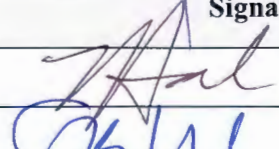
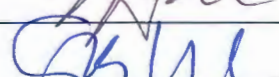
<b>Title of Grant: Thriving Leadership</b>	<b>Funding Cycle Dates: 10/1/13-9/30/18</b>
<b>Grant's Fiscal Agent:</b>	<b>Grant Amount for Full Funding Cycle: \$4,942,891</b>
<b>Funding Agency: US Department of Education</b>	<b>Grant Focus: School Leadership</b>
<b>List all School(s) or Department(s) to be Served: All OUSD Schools</b>	

<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	The Thriving Leadership project will create a pipeline of new school leaders, help new principals be effective, and provide ongoing professional learning to enhance all principals' leadership skills.
How will this grant be evaluated for impact upon student achievement?  (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.75% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The evaluation plan for the grant includes an analysis of the impact of the participants on the achievement and performance of their schools. The grant proposes to use the school accountability metrics that are included in the CORE ESEA Waiver request.
Does the grant require any resources from the school(s) or district? If so, describe.	No match is required.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. The indirect rate has been included in the budget.  <div style="text-align: right;">               David Kakishiba              President, Board of Education              8/29/13         </div>
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.  <div style="text-align: right;">               Gary Yee, Ed.D.              Secretary, Board of Education              8/29/13         </div>
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Aaron Townsend, Director, Strategic School Support, HRSS 1000 Broadway, Suite 295, Oakland CA 94601 (510) 368-8253, <a href="mailto:aaron.townsend@ousd.k12.ca.us">aaron.townsend@ousd.k12.ca.us</a>

**Applicant Obtained Approval Signatures:**

<b>Entity</b>	<b>Name/s</b>	<b>Signature/s</b>	<b>Date</b>
Principal			
Department Head	Aaron Townsend		7/31/13

**Grant Office Obtained Approval Signatures:**

<b>Entity</b>	<b>Name/s</b>	<b>Signature/s</b>	<b>Date</b>
Fiscal Officer	Vernon Hal		
Acting Superintendent	Gary Yee		





[Home](#) > [Apply for Grants](#) > Confirmation

## Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.


You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

**IMPORTANT NOTICE:** If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at [support@grants.gov](mailto:support@grants.gov), or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXXXX.

If you have questions please contact the Grants.gov Contact Center: [support@grants.gov](mailto:support@grants.gov)  
1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

<b>Grants.gov Tracking Number:</b>	GRANT11446612
<b>Applicant DUNS:</b>	07-655-4500
<b>Submitter's Name:</b>	Madeleine S Clarke
<b>CFDA Number:</b>	84.363
<b>CFDA Description:</b>	School Leadership
<b>Funding Opportunity Number:</b>	ED-GRANTS-050813-001
<b>Funding Opportunity Description:</b>	Office of Innovation and Improvement (OII): School Leac 
<b>Agency Name:</b>	U.S. Department of Education
<b>Application Name of this Submission:</b>	OUSD Thriving Leadership for Full Service Community S 
<b>Date/Time of Receipt:</b>	2013.07.08 12:42 PM, EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

[https://apply07.grants.gov/apply/checkSingleApplStatus.faces?tracking\\_num=GRANT11446612](https://apply07.grants.gov/apply/checkSingleApplStatus.faces?tracking_num=GRANT11446612)

It is suggested you Save and/or Print this response for your records.

## Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): School Lead
Offering Agency:	U.S. Department of Education
CFDA Number:	84.363
CFDA Description:	School Leadership
Opportunity Number:	ED-GRANTS-050813-001
Competition ID:	84-363A2013-2
Opportunity Open Date:	05/08/2013
Opportunity Close Date:	07/08/2013
Agency Contact:	Tyra Stewart Education Analyst E-mail: schoolleadershipmatters.gov Phone: 202-260-1847

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: OUSD Thriving Leadership for Full Service Community Schools

### Select Forms to Complete

#### Mandatory

[Application for Federal Assistance \(SF-424\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[Other Attachments Form](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[ED GEPA427 Form](#)

[ED SF424 Supplement](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

#### Optional

### Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>
<b>* 3. Date Received:</b> Completed by Grants.gov upon submission.	<b>4. Applicant Identifier:</b> <input type="text"/>	
<b>5a. Federal Entity Identifier:</b> <input type="text"/>	<b>5b. Federal Award Identifier:</b> Not Applicable	
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> <input type="text"/>	<b>7. State Application Identifier:</b> <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> Oakland Unified School District		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 94-6000358	<b>* c. Organizational DUNS:</b> 0765545000000	
<b>d. Address:</b>		
<b>* Street1:</b> 1025 Second Avenue	<input type="text"/>	
<b>Street2:</b>	<input type="text"/>	
<b>* City:</b> Oakland	<input type="text"/>	
<b>County/Parish:</b>	<input type="text"/>	
<b>* State:</b>	CA: California	
<b>Province:</b>	<input type="text"/>	
<b>* Country:</b>	USA: UNITED STATES	
<b>* Zip / Postal Code:</b> 94606-2212	<input type="text"/>	
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> <input type="text"/>	<b>Division Name:</b> <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> <input type="text"/>	<b>* First Name:</b> Aaron	
<b>Middle Name:</b> <input type="text"/>	<input type="text"/>	
<b>* Last Name:</b> Townsend	<input type="text"/>	
<b>Suffix:</b> <input type="text"/>	<input type="text"/>	
<b>Title:</b> <input type="text"/>		
<b>Organizational Affiliation:</b> <input type="text"/>		
<b>* Telephone Number:</b> (510) 368-8253	<b>Fax Number:</b> <input type="text"/>	
<b>* Email:</b> aaron.townsend@ousd.k12.ca.us		



**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.363

CFDA Title:

School Leadership

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050813-001

\* Title:

Office of Innovation and Improvement (OII): School Leadership Program CFDA Number 84.363A

**13. Competition Identification Number:**

84-363A2013-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

The Thriving Leadership project will create a pipeline of new school leaders, help new principals be effective, and provide ongoing professional learning to enhance all principals' leadership skills.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="4,942,891.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,942,891.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on  .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Aaron		Townsend	

Address:

Street1:	1025 Second Avenue
Street2:	
City:	Oakland
County:	
State:	CA: California
Zip Code:	94606-2212
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 368-8253	

Email Address:

aaron.townsend@ousd.k12.ca.us
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Table of Contents

**Abstract** ..... 1

**Narrative** ..... 2

**Budget**..... See Grants.gov Forms

- Project Design ..... 2
- Evaluation Plan..... 34
- Significance..... 40
- Management Plan..... 45

**Budget Narrative** ..... 52

General Education Provisions Act (GEPA) Requirements - Section 427 ..... Attached Separately

**Other Attachments**

Documentation of Program Requirement ..... A-1

Moderate Evidence of Effectiveness supporting documents ..... A-2

Key Personnel Resumes ..... A-13

- Aaron L. Townsend, Director, Strategic School Support, OUSD
- Davina Katz Goldwasser, Manager of Leadership Development, OUSD
- Anne C. Prozan, Manager, Leadership Development, OUSD
- Hope Tollefsrud, Executive Director, Reach Institute for School Leadership
- Jessica Evans, Instructional Leadership Academy Coordinator, Reach Institute
- Laura C. Robell, Managing Director of Programs, New Leaders
- Charleen Calvert, Director, Aspiring Principals Program, New Leaders
- Lydia Smith Glassie, Emerging Leaders Program Director, New Leaders
- Danielle Toussaint, Evaluation Director, Hatchuel Tabernik & Associates
- Job Description: School Leadership Program Project Coordinator
- Job Description: Director, Principals Institute

Letters of Commitment ..... A-40

- Reach Institute for School Leadership
- New Leaders
- Hatchuel Tabernik & Associates

Letter of Support ..... A-48

- California Office to Reform Education (CORE)

Other Attachments ..... A-50

- References supporting OUSD Dimensions of Leadership Rubric
- School Quality Improvement System, Executive Summary
- OUSD-Reach Instructional Leadership Academy Program Summary
- New Leaders Urban Excellence Framework
- New Leaders Emerging Leaders & Aspiring Principals Program Brochures
- Induction Leadership Institute for New Principals Schedule and Focus
- Goal Setting and Reflection Tool for Principal Critical Friends Group Activities
- Equity-Centered CFP Protocol
- Making Critical Friends Work: Helpful Hints



Abstract

**Applicant:** Oakland Unified School District

**Contact person:** Aaron Townsend

1025 Second Avenue, Oakland, CA 94606 - 2212 (510) 273-3403; aaron.townsend@ousd.k12.ca.us

Oakland Unified School District, a high-need LEA, is applying for funding in partnership with two non-profit organizations, Reach Institute for School Leadership and New Leaders, for our district-wide *Thriving Leadership for Full Service Community Schools* project. The project will 1) identify and develop promising aspiring leaders to create a pipeline of effective leaders for OUSD schools; (2) provide induction programs to help new principals be effective leaders; and (3) engage all principals in ongoing professional learning to continually improve their leadership skills. All interventions address specific, research-based leadership dimensions that are crucial if principals are to drive dramatic improvements in teaching and learning. The project will expand OUSD's ongoing but incomplete efforts to strengthen school leadership as a key strategy of our overall focus on ensuring that all students graduate ready for college and career.

**Goal 1—Principal pipeline.** The project will produce 15 program graduates certified to become principals each year, at least 80% of whom will be hired as principals. 90% of those hired will remain as OUSD principals for at least 3 years. **Goal 2—Improving teaching and learning.** 80% of schools with participating principals will meet their growth targets under the CORE School Quality Improvement Index each year. 80% of new principals will achieve their school's growth target by year 3 of their assignment and each year thereafter. 90% of those trained and hired as principals will be rated effective or highly effective on the OUSD principal evaluation system by their third year. **Goal 3—Institutionalization of leadership development.** OUSD's principal retention rate will improve by 5% each year. OUSD will identify the most effective components of Thriving Leadership to guide future investments to support an effective leadership development model, and make commitments to do so by year 5 of the grant period.

The Thriving Leadership Project addresses both Invitational Priorities for this grant program.



Project Narrative

Oakland Unified School District (OUSD) is applying for School Leadership Program funding as part of a partnership with two non-profit organizations, Reach Institute for School Leadership and New Leaders. We have partnered to design a rigorous, multi-component approach to leadership development which encompasses (1) Identifying and developing aspiring leaders and thereby creating a pipeline of effective leaders for OUSD schools; (2) Induction programs to help new principals be effective leaders; and (3) Ongoing professional learning for all principals to continually improve their leadership. The proposed *Thriving Leadership for Full Service Community Schools* Project, *which addresses both Invitational Priorities for this grant program*, is grounded in research and an evidence-based set of leadership dimensions which are crucial if principals are to drive dramatic improvements in teaching and learning. It builds on our district's ongoing efforts to enhance school leadership as part of our overall focus on improving teaching and learning so that all OUSD students graduate ready for college and career.

**A. Project Design**

**1. Need for project.** OUSD is a high-need urban district across the bay from San Francisco, California, serving more than 35,000 students at 86 schools in grades K-12. The vast majority of OUSD students are from economically disadvantaged families: 81% receive free or reduced price meals through the National School Lunch Program. Oakland is one of the nation's most multicultural cities, and 92% of our students are minorities, with Latinos (42% of all students) and African-Americans (29%) the largest groups. Thirty-one percent of all OUSD students are English Learners, speaking a total of 40 non-English native languages. Over 30% of OUSD parents are not high school graduates.<sup>1</sup> Many are recent immigrants who did not go to school past 7<sup>th</sup> or 9<sup>th</sup> grade in their (mostly Latin American) countries of origin. Too often parents lack the academic or English language skills or understanding of the school system to adequately

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<sup>1</sup> Student data from California Dept. of Education Dataquest site, <http://dq.cde.ca.gov/dataquest/>.



support their children’s education. In addition, Oakland is plagued by widespread youth gang problems along with the highest rates of violent crime among the 10 largest cities in California.

While large numbers of Oakland children and youth face multiple barriers to success in school and preparation for college and career, *our district has had the greatest improvements in student achievement of any large urban*

*district in California for the past eight years in a row.* From 2003 to 2012, the

percentage of OUSD students achieving proficiency in English Language Arts more than doubled, from 19% to 45%, and

the corresponding increase in Math has been from 21% to 45%. Yet despite these gains, OUSD students still substantially

underperform their peers county- and state-wide, as shown in the graph to the right. Moreover, there are wide

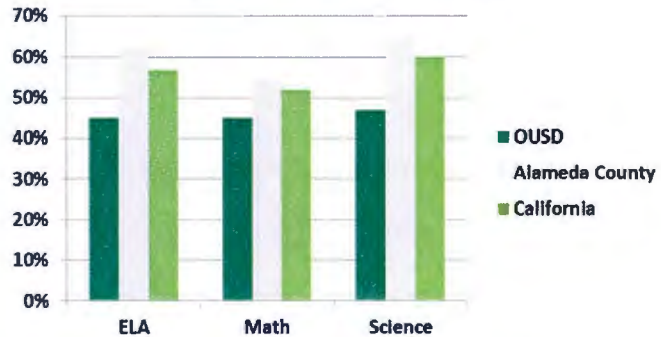
achievement gaps among OUSD students.

White and Asian students are faring dramatically better than African-Americans, Latinos, and English Learners in achieving proficiency in core academic skill areas, as shown in the second graph.

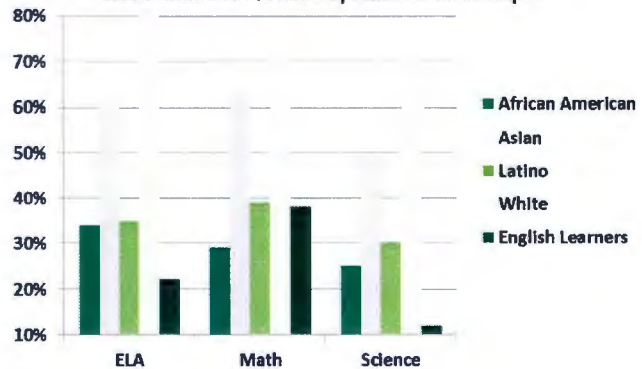
OUSD’s 4-year graduation rate is only 59%, compared to 79% state-wide. And of graduates, only 51% have met the “a-g” requirements for admission into California’s 4-year university systems. In other words, no more than 30% of OUSD students (and lower numbers of African-American and Latino students) are graduating from high school prepared for college and careers.

**High-need LEA.** OUSD meets the criteria in the School Leadership Program application

Student Proficiency Comparisons



OUSD Student Proficiency Achievement Gaps





notice as a high-need LEA: (1) U.S. Census Bureau data for our geographic boundary in the link provided by ED ([www.ed.gov/programs/lsl/eligibility.html](http://www.ed.gov/programs/lsl/eligibility.html)) indicate that in 2011 26.3% of young people ages 5-17 (14,996 of 57,049) in Oakland were from families with incomes below the poverty line. (2) A high percentage of teachers in OUSD are not credentialed. In 2012-13, of 1,889 teachers in the district, 193 (10.2%) were not credentialed, working either on waivers, short-term staff permits, or as interns. (Note: This does not include another substantial number of OUSD teachers who have preliminary credentials and are in the process of working the 5 additional years required for a permanent credential.)

***Gaps in effective school leadership in OUSD.*** Effective school leadership is arguably the key element in school improvement and in ensuring that teaching and learning are as good as they can be throughout a school, especially high-need schools.<sup>2</sup> However, OUSD is facing two critical, general gaps to ensuring that all of our schools have effective leadership.

The first of these is the high rate of turnover among OUSD principals. Year after year, at least one quarter of all principals in OUSD leave their jobs by the end of the school year, either for new positions within the district, or new opportunities in other districts, or retirement. This year, for instance, we are replacing 23 of 86 school principals, including the leaders of 6 of OUSD's 13 high schools. In addition to disrupting the continuity of leadership at many schools, and potentially negatively affecting student outcomes, this high turnover rate creates an ongoing demand for a pipeline of qualified school leaders. The reality that many of the schools needing new leaders are among the lowest performing schools in Oakland and in fact in California heightens the need for a renewable pipeline of well-qualified principals equipped to transform schools and turn around their records of low student achievement.

Several factors contribute to OUSD's chronic difficulty retaining school leaders. One is the

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<sup>2</sup> *Becoming a Leader: Preparing School Principals for Today's Success.* (2008). The Wallace Foundation; *Successful Leadership in High Poverty, Urban Schools.* (2008). University Council for Educational Administration.





extremely challenging and stressful role of serving as principal in Oakland’s high-poverty inner city schools. Principals have to juggle everything from instructional leadership and teacher supervision to financial management and other operational issues, to multiple district initiatives in curriculum and instruction, school culture and climate, and family engagement. They have to deal with inexperienced and struggling teachers and children, highly stressed parents, violence in the community that can easily spill over onto the campus. At the same time they are being held increasingly accountable for children’s academic, social, and emotional success, yet not provided with the necessary support, in a district with constant changes of superintendents and other district leaders. These multiple challenges can quickly lead to burnout. For new principals, many of whom are trying to “adjust their textbook understanding of leadership to the real world of practice,” and at the same time needing to quickly assimilate into the culture of the school,”<sup>3</sup> the challenges and stress are even more daunting. Moreover, OUSD’s compensation for principals is low compared to other Bay Area urban school districts (Table 1), a further disincentive for an effective principal to remain in OUSD, or accept a position in our district in the first place.

Table 1. Principal Salary Comparisons – Bay Area Urban School Districts

SCHOOL DISTRICT	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Oakland	\$73,681 - \$96,380	\$75,485 - \$96,380	\$82,847 - \$105,730
San Francisco	\$80,803 - \$100,981	\$86,636 - \$105,676	\$90,366 - \$110,158
Hayward	\$97,830 - \$117,642	\$101,743 - \$122,348	\$108,154 - \$130,186
San Jose	\$90,227 - \$109,672	\$94,675 - \$115,078	\$104,231 - \$124,458
Fremont	\$105,117 - \$126,193	\$112,104 - \$134,586	\$122,357 - \$146,947
West Contra Costa	\$80,371- \$94,554	\$82,712 - \$97,308	\$82,712 - \$97,308

These factors both push school leaders to seek other positions outside of the district and make it difficult to recruit candidates. We have only a limited pool of highly qualified external applicants. Nor do we have a steady flow of enough properly trained internal candidates for school leader positions or an effective process for grooming enough people in OUSD (including teachers and assistant principals) to fill the high number of vacancies each year. We also need to

<sup>3</sup> Lashway L. (2003). Inducting School Leaders. Clearinghouse on Educational Policy and Management.



create non-monetary incentives that help retain effective leaders and encourage candidates (both internal and external) to seek positions as principals in OUSD instead of other nearby districts. Examples include opportunities to receive one-on-one mentoring, or to participate in professional learning communities and other supportive, collaborative efforts with one's peers to hone one's leadership skills, and as a result experience a sense of collegiality and of being valued as well as the satisfaction derived from making a difference for high-need children and families.

The second critical gap – which is related to and contributes to the retention issue – has to do with the leadership capacity and skills of our principals, both experienced and new. OUSD has lacked a consistent, comprehensive approach to supporting our school leaders to be effective in their multiple areas of responsibility and leadership dimensions. Professional development has been uneven over the years – with on again, off again efforts to carefully evaluate school leaders and intentionally address identified competency gaps. Professional development for assistant principals has been even more limited – and typically focused on assisting them to meet the day-to-day demands of their work, rather than to help assistant principals who aspire to be school leaders develop the needed leadership skills. In the past 2 years, as part of our 2011-2016 Strategic Plan and the transition to the Common Core State Standards, OUSD has piloted a mentor program for new principals and a small number of assistant principals. We are also piloting an “instructional rounds” program to support school leaders in their day-to-day practice. Yet current efforts fall far short of intentionally and adequately addressing the many areas in which school leaders need support. Participants in our pilot mentor program (mentees and mentors) were asked about needed skill areas that were not addressed in their pre-service training or ongoing professional development. Some key areas they identified are: establishing an instructional vision for their school; building and leading an Instructional Leadership Team; leveraging the leadership capacities of their colleagues at the site; nurturing their teaching staff's instructional skills; budgeting limited resources to optimally support teaching and learning;



negotiating many other operational tasks; and engaging and interacting with parents as partners in promoting children's success. These areas reflect the leadership dimensions that will provide the framework and focus for our proposed Thriving Leadership Project, as detailed below.

This second gap reflects a more general shortage of appropriate professional development for school leaders across California in crucial instructional leadership skills. An extensive body of research, including significant recent work by Anthony Bryk and his colleagues,<sup>4</sup> points to the crucial role of instructional leadership in promoting teacher effectiveness, student achievement, and school improvement. However, a recent study by the Center for Teaching and Learning<sup>5</sup> indicates that in California, while the majority of principals are relatively new to instructional leadership generally and their schools specifically, development opportunities for instructional leaders are not sufficiently robust and principals' prior leadership opportunities are inconsistent. The report goes on to indicate that principals' extensive responsibilities often detract from their effectiveness as instructional leaders, demanding increased expertise, efficiency, and productivity. Expertise and training in teacher observation and formative teacher development, teacher evaluation, and fostering professional community are particularly lacking.

The importance of effective instructional leadership combined with the lack of developmental processes and systematic approaches to building expertise available in California generally and OUSD specifically create an acute need for OUSD to develop processes that:

- Create varied opportunities for effective teachers to experience instructional leadership, combined with rigorous training and job-embedded coaching, prior to assuming the role of principal. This strategy improves schools in the short term by distributing leadership and enhancing the shared responsibility for teaching and learning. It creates a pathway to the

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<sup>4</sup> Bryk AS, et al. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.

<sup>5</sup> Bland J, et al. (2011). *The status of the teaching profession 2011*. Sacramento, CA: The Center for the Future of Teaching and Learning at WestEd.



principalship and a pipeline of more experienced, better trained aspiring leaders.

- Create more effective support for new instructional leaders, through orientation, coaching, mentoring, job-embedded professional learning, and create networks of school leaders (new and experienced) who can learn collectively. These supports must be aimed at increasing instructional leaders' skills in teacher development, teacher supervision and evaluation, and enhancing teacher professional community. They must also build school leaders' capacity in other key leadership dimensions (such as operations and relationship building) and to efficiently and effectively manage the competing demands on their time.
- Modify principal certification processes to leverage the objectives just listed, ensuring that completion of training and graduation are contingent on the graduate having mastered the competencies needed to improve schools and student learning.

**2. OUSD's ongoing efforts to improve teaching and learning and support rigorous academic standards for students.** OUSD has embarked on a comprehensive effort to improve teaching and learning guided by our 2011-2016 Strategic Plan. The result of a broad-based planning effort in 2010-11, this Plan establishes our district's vision that *All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.* Its central mission and strategy is to transform OUSD into a Full Service Community School (FSCS) district. The FSCS model is designed to serve the "whole child" by combining a rigorous academic program and an array of extracurricular supports for students and families, with each school serving as a safe community hub and a vehicle for community engagement and service delivery. It is designed to build the capacity of adults and students to share leadership and decision-making; tailor approaches and services to each community through a process of understanding and addressing inequities; and leverage community partnerships and resources.



To carry out this vision and mission as we move toward our goal of implementing the FSCS model at every school by 2016, OUSD has implemented a series of interlocking initiatives. In what follows we highlight key initiatives related to improving teaching and students' learning of rigorous academic standards and to building school leadership in service of our overall focus of enabling all students to graduate from high school prepared for college and career.

***Implementation of Common Core State Standards.*** Like LEAs across the state and the nation, OUSD is in the process of transitioning our core curriculum so that it is aligned with the Common Core State Standards (CCSS). The CCSS are designed to be robust and relevant to the real world, reflecting the knowledge and skills young people need for success in college and careers. Compared to prior state standards, they are better designed to prepare students to think critically, compete and excel in the global job market, and become better citizens.

OUSD's transition to the CCSS will take several years. In 2011-12, we engaged district and site administrators and ELA and Math teachers district-wide in learning about the CCSS and their implications for classroom teaching and learning. We also began to develop the OUSD CCSS Core Curriculum Guide, with instructional units aligned with the CCSS. In 2012-13, we continued to develop and field test CCSS-aligned curriculum and assessments in ELA and Math and began to develop the Science component of the Core Curriculum Guide, aligned to Next Generation Science Standards. OUSD is on track to implement the CCSS across grades K-12 by 2013-14. This will position us to have teachers and students ready for the new CCSS-aligned statewide assessment system (Smarter Balanced Assessment Consortium) which the California Department of Education has pledged to implement in the 2014-15 school year.

OUSD has implemented a robust professional development plan to support the transition to the CCSS. We are both focusing on equipping school leaders to exert instructional leadership in this transition and employing a train-the-trainer model to reach all teachers. OUSD Principals have attended monthly professional development sessions on CCSS-aligned curriculum and



assessments, and ways to coach and support teachers and teacher leaders through the necessary instructional shifts. Teacher leaders from each school (department chairs or other teachers and on-site instructional coaches) attend a regular schedule of content area-focused professional development and then return to their school to collaborate with the principal and facilitate site-based professional development on the CCSS and aligned instructional practices for all faculty. Next year professional development will include a focus on equipping teachers to facilitate discussions with students on academic content and critical thinking.

***Subject area initiatives and pilot projects.*** OUSD has ongoing initiatives to strengthen instruction in literacy across grades K-12, science at the elementary level, and middle school mathematics, as well as an African American Male Achievement initiative focused on improving outcomes for this group that is disproportionately affected by suspensions and dropout. Within each one, OUSD is providing opportunities and support for school teams to join Inquiry Learning Cohorts for two years. These cohorts bring principals, teachers, and district staff and external experts together for 50-75 hours of professional learning to observe and address problems of practice and leadership development through an inquiry model, to accelerate learning for students who are outside the sphere of success.

***Alignment of graduation and “a-g” requirements, Linked Learning.*** As of the 2011-12 school year, OUSD modified our graduation requirements so they are consistent with the rigorous sequence of courses that comprise the “a-g” requirements for admission to the California State University and University of California systems. At the same time, OUSD’s ***Linked Learning initiative*** is designed to make secondary education more relevant and engaging for all students, exposing them to previously unimagined college and career opportunities. Linked Learning brings together college prep academics and demanding technical education in



career academy and career pathway programs aligned with strong local industry sectors<sup>6</sup> and the “a-g” requirements at all of our high schools; extensive career assessments, planning, and guidance; internships, job shadowing, and other work-based learning opportunities, and support services, that together help prepare students for success in college, career, and life. Across OUSD, students who participate in pathway and academy programs have better attendance, fewer disciplinary problems, and higher rates of passing the California High School Exit Exam and completing the “a-g” requirements than non-pathway students.

*Leveraging federal funding to support school improvement and achievement.* OUSD applied successfully for federal *School Improvement Grant* (SIG) funding for our 4 schools (all middle schools) identified as among the persistently lowest-performing schools in the state. All of them have implemented the “transformation” model consistent with ED guidelines. OUSD replaced their principals with new principals with a record of transformational school leadership, increased instructional time for students, and implemented professional learning communities as vehicles for teacher collaboration, supported by specialists in inquiry cycles and data-driven and research-based instruction, among other school improvement strategies. Our SIG schools are near the top among OUSD middle schools for improved achievement in ELA and math for students overall and for African-American and Latino students.

OUSD and the College Board are collaborating on the *Oakland Accelerates* project, to refine and align district-wide professional development, college-going culture supports in schools and homes, and other measures to ensure all students’ college and career readiness, based on the College Board’s EXCEerator methodology, supported by an ED i3 Development grant.

*Efforts to develop and retain effective school leaders.* Goal 3B of OUSD’s Strategic Plan focuses on promoting effective principal leadership. As part of our strategic planning process in

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<sup>6</sup> Such as Biotechnology, Architecture, Computer Science and Technology, Engineering, Green Energy, Health and Bioscience, Law and Public Service, Media, Fashion and Interior Design, and Social Entrepreneurship.



2010-11, OUSD convened an Effective Leadership Task Force. Consisting of 6 principals and district leadership staff, its purpose was to create a Leadership Rubric that defined the key dimensions of thriving school leadership. The Task Force conducted 20 site visits to observe schools with successful student achievement results. It convened two inquiry sessions with 20 principals whose schools had shown consistent growth on California Standards Test results over the prior 5-year period, to ask them to identify what they thought were their most important practices as school leaders. The Task Force reviewed existing rubrics of school leadership; conducted an extensive study of research literature; and convened an Advisory group of principals, leadership from our administrators' and teachers' unions, district leaders, and partners from entities such as New Leaders for New Schools and the UC Berkeley Principal Leadership Institute. Table 2 lists the key dimensions of practice included in the OUSD Leadership Rubric, based on the experiences of effective OUSD school leaders and research-based evidence on effective leadership practices by leaders serving vulnerable communities. (Please see the list of research resources the Task Force consulted in developing this rubric included in Attachments.)

**Table 2. School Leadership Dimensions for OUSD Full Service Community Schools**

1. Equity	Principal creates and sustains equitable conditions for learning, interrupts patterns of historical inequities, and advocates for just and democratic schools.
2. Vision	Principal ensures that the school's collective vision focuses on equity and student learning.
3. Relationships	Principal builds and sustains individual and collective relationships as a foundation for achieving equity and excellence.
4. Resilience	Principal develops systems that sustain individuals and the organization in persevering through adversity, assuming personal and mutual responsibility, and fostering collective resolve for equitable outcomes.
5. Instruction	Principal guides, supports, and monitors equitable access to meaningful and challenging curriculum and instruction that prepares students for college and career readiness.
6. Management	Principal develops, organizes, implements, and monitors flexible and effective operational systems that foster collective responsibility for equitable outcomes.
7. Partnership	Principal builds effective partnerships with parents/caregivers, community-based organizations, and businesses in the service of supporting robust academic, civic, and social-emotional student outcomes.
8. Accountability	Principal articulates desired learning outcomes, monitors progress, and fosters a culture of reciprocal and mutual accountability.





OUSD’s Leadership Rubric recognizes and celebrates the complexity of the principal’s work. These dimensions provide broad, aspirational goals for school leaders’ role in enacting the district’s vision (stated earlier). While all leaders are first and foremost instructional leaders, other dimensions are the foundation of strong instructional leadership, if often less tangible and observable. Dimensions 1-4 (Equity, Vision, Relationships, Resilience) are necessary for enacting the more visible #s 5-8 (Instruction, Management, Partnership, Accountability).

In 2011-12 and 2012-13, the Task Force continued to build out the Leadership Rubric – informed by further site visits and review of evidence-based practices by over 20 principals and assistants, and Advisory group feedback. It

has added specific elements and areas or indicators of practice to each of the key dimensions identified, represented by the 5.1, 5.2, and 5.3 criteria respectively shown in the over-view of the Instruction

**Table 3. OUSD School Leadership Rubric – Overview of Dimension 5: INSTRUCTION**

<u>Element 5.1 Knowledge Base</u> (Developing Leader Capacity)	5.1.1 Context	5.1.2 Content
<i>Indicator of Practice:</i>	5.1.3 Pedagogy	
	5.1.4 Technology	
<u>Element 5.2 Learning Environment</u> (Cultivating School Level Capacity)	5.2.1 Learning Conditions	5.2.3 Rigor
	5.2.2 Access	5.2.4 Coherence
<u>Element 5.3 Learning Systems</u> (Ensuring Collective Responsibility and Accountability)	5.3.1 Support Systems	5.3.2 Feedback Systems
	5.3.3 Evidence-Based Practice	

dimension (Table 3). Each indicator of practice (5.1.1, 5.1.2) includes a very detailed set of practice areas by which the principal’s practice can be assessed. We have also built into the rubric the recognition that school leadership is a developmental process by including levels of expected leadership capacity (from a novice or new principal, to the “developing” level, to “expert” or full implementation). In 2013-14, OUSD will pilot use of this rubric to assess principals in order to both promote and guide professional learning and to help evaluate school leaders’ performance. We will use this rubric as part of pilot participants’ evaluation. We plan to evaluate each principal on two elements in the rubric, collaboratively chosen by the leader and her/his supervisor, based on school level goals and evidence of the leader’s assets and needs.

OUSD’s Leadership Rubric is central to the Thriving Leadership Project. It provides a framework and detailed set of standards to guide our efforts in building leadership capacity in



OUSD and improving principal retention. It enables us to align each component of the project – with particular research-based competencies crucial for OUSD principals to be effective in promoting great teaching and improving learning outcomes for students. We will be able to assess aspiring leaders based on the competencies in the rubric and tie their successful completion of pre-service training to demonstration of the knowledge and skills they will need as new principals. We will be able to use the rubric to inform the mentoring and other professional development undertaken for new and experienced school leaders, and to guide us in engaging mentor principals in professional learning to help optimize their effectiveness as mentors.

OUSD principal mentor program. In 2011-12, OUSD initiated a mentor program for new principals and a handful of new assistant principals. Experienced principals provide ongoing, one-to-one job-embedded learning and support to help new leaders reflect on and grow in their practice. Activities include site visits, observations, regular check-ins, three mini-retreats per year, as well as leadership coaching for the mentors. The program served 23 mentees in 2012-13 (including 5 assistant principals) and 21 in 2011-12 (including 2 assistant principals). In program evaluation surveys and focus groups, both mentees and mentors have highlighted many benefits they have gained from the program, ranging from help with providing instructional leadership and operations functions, to the value of having a “thought partner,” to emotional support. The program appears to have helped improve retention of both new and veteran principals. (Please see “evidence of effectiveness” in the project design section). Our principal mentor program is an integral part of OUSD’s strategy to recruit and retain high quality school leaders. We want to strengthen the program, expand its reach, and link it to other components of Thriving Leadership.

Other professional learning for OUSD principals. All principals in OUSD receive support and guidance from their supervisors – known as Network Executive Officers (NExOs) or Regional Executive Officers (RExOs), attend bi-monthly network meetings with other principals, and participate in district-wide professional development activities. We have also piloted an



“instructional rounds” program for principals to help improve their leadership skills related to particular problems of practice in teaching and learning. This latter professional learning process will be incorporated in the Thriving Leadership project.

Emerging Leaders and Aspiring Leaders programs. OUSD has an ongoing partnership with New Leaders, a national non-profit organization that focuses on developing transformational school leaders. New Leaders “Emerging Leaders” is a 1-year training program for teachers, coaches, and assistant principals who want to become principals. In 2012-13, 12 OUSD teachers were accepted as Emerging Leaders and all of them completed the program. Emerging Leaders is a pathway into New Leaders’ Aspiring Principals program, a year-long leadership residency leading to an administrative credential. Of 4 OUSD teachers who did this residency in 2012-13, 3 have secured principal positions. Of the 12 OUSD teachers who completed Emerging Leaders in 2012-13, 6 have been admitted into Aspiring Principals. Individuals trained by New Leaders now lead 25% of OUSD’s schools. New Leaders has played a critical role in OUSD’s status as the most improved urban school district in California over the past eight years. However, they are producing only a fraction of the new school leaders OUSD needs each year. As described below, we need to greatly expand and institutionalize our pipeline for new school leaders.

***OUSD and the California Office to Reform Education.*** The California Office to Reform Education is a non-profit organization that has brought together 10 school districts that collectively serve over 1 million students— including the LEAs in Los Angeles, San Francisco, Sacramento, Oakland, Fresno, and Long Beach – to collaborate on innovative school reform efforts. For instance, CORE and its member districts are collaboratively developing curriculum, assessments, and professional learning opportunities to support the transition to the CCSS. Another CORE focus area is on developing great school leaders and teachers through improved recruitment, preparation, and professional support systems, including effective teacher and principal evaluation systems. Most importantly, CORE has submitted an ESEA Waiver



application which ED is currently considering on behalf of its member districts and any other California LEAs that wish to sign on to the provisions in the Waiver if and when it is approved. The CORE Waiver application identifies 11 “priority” schools and 7 “focus” schools in OUSD which will be among the schools served in the proposed Thriving Leadership Project. We are confident the CORE Waiver will be approved. The opportunity to implement an SLP grant program will assist OUSD to implement and evaluate key reforms that will strengthen school leadership, classroom instruction, accountability, teacher and principal evaluation, and as a result advance student learning of the rigorous standards that prepare them for college and career.

To maintain the momentum of OUSD’s success and accelerate student achievement, OUSD must build on our existing interventions to develop and support new and experienced leaders by implementing a comprehensive, evidence-based model for leadership development that provides individualized, differentiated support to the most critical school practices a leader must address to improve teaching and learning. This model must target the continuum from promising teacher leaders and assistant principals aspiring to be principals, to newly assigned principals, to experienced principals needing to refine and strengthen their skills. The Thriving Leadership Project will address school leadership development along this continuum by: (1) Identifying and developing aspiring leaders, thereby creating a pipeline of effective leaders for OUSD schools; (2) Providing induction programs to help new principals be effective leaders; and (3) Engaging all principals in ongoing professional learning to continually improve their leadership skills. These strategies, together, will help improve teaching and learning in OUSD and enable the district to be more successful at retaining our school leaders and increasing their effectiveness. The model we implement and evaluate will guide OUSD to institutionalize leadership development strategies that sustain these outcomes over the long run.

**3. Thriving Leadership Project goals and outcomes.**

***Goal 1—OUSD will create a pipeline of effective school leaders.***



Objective 1A: 80% of OUSD Principal Pathway Program participants will complete the program each year.

1B: The OUSD Principal Pathway Program will produce at least 15 program graduates certified to become principals each year.

1C: At least 80% of program graduates will be hired as a principal each year.

1D: 90% of graduates hired as principals will remain as OUSD principals for at least 3 years.

***Goal 2—OUSD’s school leaders will continually improve their leadership skills, leading to improved teaching and learning.***

2A: 80% of schools where principals participate in the Thriving Leadership’s professional learning program will meet their growth targets under the CORE School Quality Improvement Index each year.<sup>7</sup> (See attached summary of the CORE School Quality Improvement System.)

2B: 80% principals who complete the Principal Pathway Program and are hired as principals will achieve their schools’ goals under the CORE School Quality Improvement Index by year 3 of their assignment there, and each year thereafter.

2C: 90% of those who complete the OUSD Principal Pathway Program and are hired as principals will be rated “effective” or “highly effective” on the OUSD principal evaluation system by their third year as principals.

2D: 80% of principals will improve their performance level each time they are evaluated during the grant period.

***Goal 3—OUSD will institutionalize an effective model for school leadership development and retention.***

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<sup>7</sup> This innovative and rigorous accountability structure detailed in the CORE ESEA Waiver application incorporates metrics in the academic, social-emotional, and school culture and climate domains. The academic domain of the SQII will factor in student performance on state tests and performance growth for students overall and all significant subgroups, as well as persistence to 10<sup>th</sup> grade (for middle schools) and graduation rates (for high schools). The social-emotional domain will factor in absenteeism, suspension/expulsion rates, and measures of non-cognitive skills. The culture/climate domain will include metrics from surveys of students, school staff, and parents, and data on Special Education identification and English Learner redesignation.

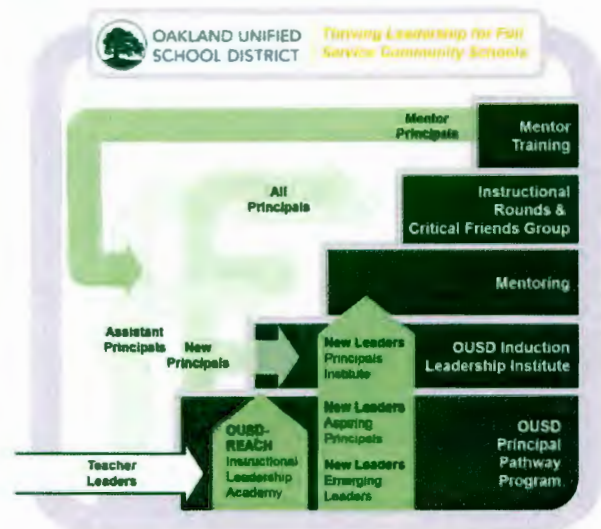


3A: OUSD’s principal retention rate will improve by 5% each year.

3B: OUSD will identify the most effective components of Thriving Leadership in order to refine our leadership development model and guide investment of resources to support it by year 5 of the grant period.

3C: By year 5, OUSD will garner commitments from the Superintendent and interested funders to sustain an effective leadership development program beyond the grant period.

4. **Project design, effectiveness, and potential for replication.** To achieve these goals and objectives for strengthening school leadership, Thriving Leadership will include: 1) a new leader development pathway; 2) an induction program for new leaders, and 3) an ongoing professional learning program for all OUSD principals. The figure below presents these programs and their target populations. Thriving Leadership is a district-wide initiative that will reach every principal in OUSD, thereby affect all teachers, staff, students, and school communities, while building an effective model for leadership development that will have a long-term district-wide impact. The Logic Model (next page) conceptualizes the relationship between the program components, the inputs that comprise them, and target outcomes.



conceptualizes the relationship between the program components, the inputs that comprise them, and target outcomes.

***Developing new leaders: OUSD Principal Pathway Program.*** OUSD will collaborate with two highly experienced organizations with ongoing, successful school leadership development programs – *Reach Institute for School Leadership* and *New Leaders* – to create a local, sustainable talent pipeline of effective school leaders. Most of the new leaders developed through this *OUSD Principal Pathway Program* will be “homegrown” teacher leaders already working in OUSD. This program will consist of two strands, as follows:



## Project Logic Model

### Interventions

#### OUSD Principal Pathway Program

- OUSD-Reach Instructional Leadership Academy
- New Leaders Emerging Leaders and Aspiring Principals Programs

#### Principal Induction Program

- OUSD Induction Leadership Institute
- Principal Mentoring Program
- New Leaders Principals Institute

#### Professional Learning for All Principals

- Critical Friends Group (CFG)
- Instructional Rounds

### Inputs

- OUSD School Leadership Rubric: framework for all interventions and assessments
  - Reach/New Leaders expertise in school leadership development
  - Promising teacher leaders/APs
- #### Pathway Program
- School Residency: job-embedded training, practice
  - Individualized Learning Plans
  - One-to-one coaching
  - Mentoring from skilled principal
  - Seminar/ practicum sequence
  - Critical friends group
- #### Induction Program
- Week-long summer orientation
  - 2 years of 1:1 differentiated, customized mentoring from effective principal (site visits, debriefs, retreats, check-ins)
  - Mentor training program
  - Stipends for mentors
  - Coaching/PD for NL Principals
- #### Ongoing Professional Learning
- CFG: inquiry on leadership goals
  - 3x yearly process to observe/improve problems of practice

### Outputs

- 20 program graduates are qualified and certified to become principals each year and included in OUSD principal pool
- New Principals start work with knowledge base of OUSD culture, strategic priorities, and expected leadership dimensions
- New principals develop strong instructional leadership and other key skills to enhance student learning
- Mentor principals enhance their own skills and practice
- Experienced principals continually improve their leadership practice and effectiveness

### Outcomes

- 80% of Principal Pathway grads hired as OUSD principals each year
- 90% of grads hired stay as OUSD Principals 3 years
- 80% of schools meet their CORE School Quality Improvement Index (SQII) targets each year
- 80% of principals trained in Pathway Program meet their SQII goals by year 3 of assignment and each year
- 90% are rated as effective or highly effective by their 3<sup>rd</sup> year as principal
- 80% of principals improve their performance level in each evaluation
- OUSD's principal retention rate improves by 5% yearly
- Program evaluation identifies effective leadership development practices and programs
- OUSD commits to sustaining these programs

### Impacts

OUSD has:

- a sustainable pipeline of effective school leaders
- a strong principal induction program
- effective professional learning programs for all principals

OUSD principals practice the leadership dimensions vital to improving student learning.

OUSD teaching and learning, and the percentage of students who graduate prepared for college and career, steadily improve.

Thriving Leadership enhances OUSD's reputation, serves as a recruitment advantage to attract the best leaders.



The OUSD-Reach Instructional Leadership Academy will be a one-year, on-the-job training program to prepare promising Teachers on Special Assignment (TSAs) and assistant principals within OUSD to become school principals. It will produce 10 new school leaders per year.

OUSD and Reach staff will collaborate to design this program. It will be based on Reach's Instructional Leadership Academy program, with an emphasis on building competencies in the three highest priority dimensions in OUSD's Leadership Rubric: instructional leadership (a particular area of expertise for Reach), equity, and relationships. These focus areas align with OUSD's strategic plan priorities – especially instructional leadership, which is crucial as we transition to the CCSS as part of our overall goal to prepare students for college and career, and our priority on equity, in order to narrow and ultimately eliminate student achievement gaps.

Project staff will collaborate with OUSD RExOs, NExOs, and principals to identify and recruit promising teacher leaders and assistant principals to participate in the Academy. Those who apply successfully will be placed in a year-long, full-time, paid Residency at a school with an experienced principal who has been accepted in OUSD's principal mentor program. They will be matched to the school and Principal to create an optimal fit between his/her strengths and the needs of the school selected. Mentors will be required to have been a principal for at least three years; be recommended by their supervisor based on being identified as a successful principal who would be a good mentor; and include in their application a narrative describing their strength areas with evidence that they are aligned with the dimensions in the OUSD Leadership Rubric and criteria for "highly effective" teachers in the OUSD evaluation system. The Principal at the Residency site will mentor the participants and provide opportunities to practice leadership skills. Participants will be active members of their schools' instructional leadership teams.

Participants will be supported through a set of integrated, overlapping strategies Reach uses in its current programs. These strategies are based on research from teacher training, professional development, and apprenticeship programs showing that leaders' skills and abilities to address





the essential components of how schools improve are more effectively developed when integrated with experience as opposed to the fragmentation that occurs when teachers and school leaders learn in a context removed from their day-to-day challenges. Program components of the OUSD-Reach Instructional Leadership Academy, detailed in an Attachment, will include:

*Personalized professional development:* Each participant will develop and implement an Individualized Learning Plan, with the help of his/her principal and Reach Coach. The plan will outline a set of individualized goals, based on the OUSD Leadership Rubric and the California Professional Standards for Educational Leaders. A series of assessments and reflections will provide feedback to on participants' progress and inform updates in their learning plans.

*Seminar and practicum sequence:* Participants will attend 3-hour seminars (weekly for those earning their credential and biweekly for those who are already credentialed) facilitated by the Reach Coach, focusing on theory, practice, and critical reflection aligned with competencies linked to aforementioned leadership dimensions and standards. Seminars will include integrated homework assignments and practicums, allowing participants to develop and implement projects that apply knowledge and improve their leadership competencies and their school.

*Job-embedded coaching:* One-on-one coaching from the Reach Coach and mentor principal will help integrate and personalize the application of theory into fieldwork, in a cyclical process of building awareness, taking action, analyzing results, and using extensive and clear feedback to refine practice and strengthen the participant's performance relative to leadership expectations.

*Communities of practice:* To build leaders who are committed to and support one another's growth, participants will work in small "critical friends" groups to engage in inquiry. Groups will meet in seminars and reflection meetings to develop projects, reflect on and discuss their practice, relevant theory, obstacles to great work, and problem solve. Participants will also share experiences and support each other's emerging learning and practice via online collaboration.

Non-credentialed participants will have more intensive programming (seminars, practicums,



coaching) than those who are already credentialed assistant principals. By successfully completing the program, including passing performance assessments and through joint evaluation by their Reach Coach and mentor principal, they will earn their Preliminary Administrative Credential through Reach, which is accredited by the California Commission on Teaching Credentialing. The assessments, like the content of the year-long programming, will be closely aligned with the aforementioned dimensions of the OUSD Leadership Rubric.

OUSD will use offer several incentives to help recruit participants for the Instructional Leadership Academy: (1) the opportunity to earn a credential for free; (2) that the program will be customized to equip participants to be successful school leaders in OUSD; (3) automatic placement in the OUSD principal pool upon successful completion of the program; and (4) provision of a mentor for their first two years as a principal.

The OUSD-New Leaders Leadership Development Pathway will be a 3-year program to prepare promising teacher leaders to serve as principals in OUSD. Participants will first complete New Leaders' (NL) Emerging Leaders program. The most promising will then be invited to participate in the NL Aspiring Principals program. They will be able to receive their Preliminary Administrative Services Credential through Reach Institute. Our goal is that as of year 2, this pathway will produce 8 newly-credentialed leaders for the OUSD principal pool each year. Those hired as principals from this pathway will receive ongoing coaching and support during their first two years through NL Principals Institute.

The *Emerging Leaders program* is designed to develop the leadership skills of promising teacher leaders, putting them on the pathway to becoming principals. Candidates will be nominated by RExOs, NExOs, and principals, and selected through an application process. Requirements will include: having a serious intention to serve as a principal; currently working in a school where there are significant opportunities to lead a team focused on improving instruction and culture; and being viewed as high-potential leadership candidate by the district.



This year-long program will focus on 4 key leadership areas: adult, instructional, culture, and personal leadership. NL and OUSD staff will cross map NL's curriculum to the OUSD leadership dimensions. Participants will have a combination of rich professional development, practical applied learning, and guided reflection. Each one will lead a team of teachers at their school through a data-driven instruction cycle. To support this work, they will engage in a learning cycle each month, which will include a 90-minute webinar, 2 hours of in-person practice with peers guided by a NL Leadership Coach, and a 2-hour in person reflection/ feedback session to help improve practice. We plan to serve a cohort of 20 emerging leaders each year.

The highest-performing emerging leaders will be invited to participate in New Leaders' *Aspiring Principals* preparation program the following year. In addition, some participants may derive from New Leaders' national pool. They will be selected based on evaluation of their skills in the following areas, aligned with OUSD's Leadership Rubric: personal leadership; learning and teaching/data-driven instruction; vision, mission, and values—strategy driven by data; systems and operations; school culture; and human capital management. They will also have demonstrated instructional expertise; a relentless drive to transform an underperforming school and make a real difference in the lives of students from low-income communities; and a firm belief that effective leadership practices have a direct impact on student academic performance. This year-long program includes an induction component (May-June), a summer institute as part of an NL national cohort, a Residency with a mentor principal in OUSD, supported by twice-monthly seminars and coaching. Participants will develop an Individual Learning Plan to help them focus on specific leadership standards, competencies, content, and actions identified as areas of growth. They will be guided by the NL Coach to practice a set of 15 foundational skills employed by school leaders to increase student achievement, and use their leadership skills to improve the practice of select teachers at their site. They will earn administrator certification in the course of the year, through a partnership with Reach Institute. We plan to serve 10 aspiring



principals each year, at least 8 of whom will be admitted to OUSD’s principal pool upon program completion. Once placed as principals, they will continue to receive support from NL through its Principal Institute (see below) and as part of a network of 900 New Leaders across the country.

**OUSD Principal Pathway Program – Effective Leaders Produced for OUSD**

OUSD-Reach Principal Leadership Institute	10 participants per year – 8 graduate to leadership pool
OUSD New Leaders Leadership Development Pathway	20 emerging, 10 aspiring – 8 graduate to leadership pool

**New leader induction.** Individuals hired as new principals and assistant principals will participate in a week long ***OUSD Induction Leadership Institute (ILI)*** in the summer prior to the start of the school year. OUSD’s Mentor Program Coordinator will work with the district’s Executive Officer of Instructional and Operational Alignment to plan the ILI. Content will touch on all of the dimensions in the OUSD Leadership Rubric, differentiated for the principals and assistant principals. We will also bring district services to the leaders gathered for the ILI, to prevent them from having to go to different offices and wasting time setting up positive relationships from day one. The new principals will develop a strong knowledge base of OUSD culture and strategic priorities and a clear sense of what will be required for a successful first year as a school leader, and establish a clear set of expectations for their central support partners.<sup>8</sup> The ILI will help new principals get off to a strong start as site leaders who partner with OUSD to actualize the vision of Full Service Community Schools. (Please see the day-by-day schedule for the ILI in the Attachments.)

The second induction component of Thriving Leadership will be a ***2-year mentoring program***. Its purpose is to draw upon the talent and expertise of OUSD’s experienced principals to provide a safe, ongoing, and job-embedded learning space for all new OUSD principals, to help them reflect on and grow in their practice. The criteria for serving as a mentor are detailed earlier. Principals who serve as mentors will receive stipends for this work. Mentoring will be one-to-one and provide support that is differentiated and customized to meet the needs of each

<sup>8</sup> RExOs, NExOs, and major OUSD offices they will interface with: Buildings and Grounds, Full Service Community Schools Office, School Quality Review, Operations, and Human Resources.



mentee. Areas of support will be based on each mentee's self-assessment on the OUSD leadership dimensions, needs arising out of their school context, and goal area(s) recommended by their supervising RExO or NExO. Where feasible, mentees will continue with the same mentor they had during their Residency in our Principal Pathway Program. Program components will include a series of half-day retreats for the whole cohort of mentors and mentees (in September, January, and June); four 2-hour site visits, observations, and debriefs per year, alternating between the mentee and mentor site; at least 1 hour of monthly face-to-face meeting; and regular informal check-ins for support, in-person, by phone, or email, initiated by the mentee or mentor. In addition, those principals who are in their first year in this role will have focused support around developing their site budget from a Lead Mentors (a staff position as of 2013-14), using the budget development process in which OUSD gives sites substantial autonomy in allocating funding to address their needs and priorities. The Lead Mentor will convene groups of 4 principals in 2-hour meetings – in October, November, January, and late March – to plan their budgets, taking into consideration enrollment projections, general fund and categorical monies, teacher and staff salaries, contracts, resources they would like to have, etc., and to debrief how the budgeting process went and to plan for the ensuing year.

The mentoring program, while an integral strategy to help recruit and retain new high quality leaders, also focuses on the retention and development of our highly effective veteran principals, by providing them with a rich professional growth opportunity as they serve as mentors, take on new leadership responsibilities, and reflect on their own practice.

***Mentor training.*** Mentor principals will be required to attend the “Coaching Leaders to Attain Student Success” (CLASS) training program offered by the New Teacher Center and the Association of California School Administrators. This 3-day program is designed to prepare individuals to provide one-to-one coaching of beginning principals, assistant principals, and teacher leaders. Mentors will learn about the learning support needs of new school leaders. They



will learn and practice instructional and facilitative coaching strategies aimed to build the capacity of site administrators to improve student achievement, including trust building, listening, questioning, problem solving, distinguishing assessments and assertions, formative assessment, and goal setting. They will also have access to a variety of tools to support coaching, including planning tools, self-assessment and 360° instruments aligned with leadership standards, forms, logs, and articles. By participating in this program they will become part of a larger learning community of leadership coaches. As noted, the cadre of OUSD principal mentors will also participate in a monthly professional learning community.

Those new principals who have completed the New Leaders Aspiring Principals Residency will be supported through *New Leaders' Principals Institute* for their first 2 years as principals. They will receive one-to-one coaching from the Institute's Director to establish a strong entry plan for their position, along with ongoing individualized coaching and support focused on instructional leadership to increase student achievement. They will also participate in a monthly facilitated professional learning space with the other new principals in their cohort to strategize about implementing the research-based practices they have learned as Residents.

*Professional learning for all school leaders.* All OUSD principals and assistant principals will participate in a professional learning *critical friends group* structure. This was piloted for the last two years with approximately 25 leaders and will grow to district-wide in 2013-14. Each participant will be part of a support group of pairs or trios of colleagues, to work on leadership goals aligned with dimensions in the OUSD Leadership Rubric. Principals, their supervisors, and OUSD Managers of Leadership Development will collaborate to establish matches based on factors such as similar leadership focus areas; affinity or experience level; and similar schools and challenges. At the outset of the school year, critical friends groups will be trained to use specific protocols and guidance OUSD has developed to engage in goal setting, action planning, collaborative and written reflection, and learning around their leadership goals (see



Attachments). Goals may focus on, for example, building coherence of instructional practices across the school to provide access to rigorous curriculum for all students, or effectively use resources to ensure the principal can consistently conduct daily observations and provide feedback to teachers on instruction; or develop systems and protocols so that staff and parents can autonomously drive work forward in accordance with the school vision. Critical friends groups will meet for at least 1 hour monthly to discuss and reflect on targeted areas of practice, guided by a closely structured “Living in Dialogue” protocol to guide debrief sessions from presentation of a problem of practice, to reflection, probing questions, feedback and discussion, and typical challenges to watch for and avoid. Participants will share videotapes of their own practice to elicit feedback from their critical friends, and engage the friends to identify action steps to help them achieve their goals.

All principals will participate in OUSD’s *instructional rounds*. This professional learning process is based on Harvard professor Richard Elmore’s work adapting ideas from the medical rounds used by doctors. It is designed to enable groups of educators to carefully examine what is happening with teaching/learning in classrooms, and provide each other job-embedded support in taking leadership actions to help improve instruction at their site. Every principal will participate in instructional rounds as part of a team at their own site and at the sites of two colleagues, each fall and spring. Visits will be organized around a problem of practice identified by the site principal and colleagues because of its importance in the school’s improvement efforts. Team subgroups will visit multiple classrooms, using structured observation techniques. They will later reconvene to debrief patterns they observed; discuss how they compare with what ideal practice (by teachers and students) would look; and brainstorm ideas of actions the principal, school, and learning group can take to address the problem of practice being studied— over the next week, month, and by the end of the year, for the desired teaching and learning to occur—taking into account schedules, resources, and needed support at the school, network, and/or district level.



Both of these interventions for all principals will be ongoing throughout the 5-year grant period, allowing them to conduct inquiry processes, learn from each other and from program staff who help facilitate group sessions and debriefings, and thereby hone their skills in multiple areas of leadership practice over time.

***Addressing invitational priorities.*** The Thriving Leadership Project will address both Invitational Priorities for the School Leadership Grant program, as follows:

1. ***Building Leadership Capacity.*** As noted, the project design includes professional development for current principals to help them master leadership skills. This will include the principals at the four OUSD schools identified by the California Department of Education as persistently lowest-achieving schools. Moreover, we anticipate that the U.S. Department of Education will approve the CORE ESEA Waiver application which OUSD is part of. That application identifies 11 “priority” schools and 7 “focus” schools. Their principals will participate in the Thriving Leadership Project’s professional development activities for current principals.

2. ***Supporting Practices and Strategies for Which There is Moderate Evidence of Effectiveness.*** Several interventions incorporated in the proposed Thriving Leadership Project are supported by at least moderate evidence of effectiveness. For instance, schools led by principals who have graduated from the ***New Leaders’ leadership development program*** do better academically than their peers at schools led by non-New Leaders principals. An independent, quasi-experimental evaluation conducted by the RAND Corporation found that students in K-8 schools led by New Leader Principals for 3 or more years outperformed their peers in comparison schools by effect sizes ranging from approximately .04-.06 across math and reading. These effects are on par with or higher than effects measured with similar interventions. The study is characterized by both high internal validity and moderately high external generalizability. (Please see “Response to Evidence Standards” in Attachments.) Below we highlight outcomes achieved at OUSD schools led by New Leaders principals, as well as the





high retention rate among New Leaders principals in OUSD. In addition, we summarize the impressive results achieved in schools led by graduates of the Reach Institute's leadership development programs. We also present features of mentoring programs for new principals that have been found to be effective and which are incorporated in our program design, and we cite OUSD's high retention rates among both mentees and mentors in our Principal Mentor program.

*Evidence of effectiveness.* The OUSD Thriving Leadership Project overall and each of its components are designed to produce school leaders who practice the eight dimensions of effective school leadership in OUSD's Leadership Rubric. OUSD's Effective Leadership Task Force has developed this rubric through a careful assessment of practices used by school leaders in our district whose schools have achieved the greatest gains in student achievement and by studying an extensive body of research on effective school leadership.

In building this framework, the Task Force also consulted with experts in developing transformational school leaders, including Thriving Leadership partner New Leaders. OUSD's leadership framework is informed by and incorporates New Leaders' own Urban Excellence Framework (UEF) (see Attachment). The UEF was developed based on more than 100 visits and case studies of schools that achieved dramatic gains (including 7 schools in OUSD); an extensive review of research on the practices of effective schools and leadership; the resources available through New Leaders' EPIC Program; and the collective knowledge of the New Leaders staff and participants. The UEF – and the New Leaders' programs incorporated in Thriving Leadership – focus on five categories of a principal's work that are key drivers of change: ensuring rigorous, goal- and data-driven *learning and teaching*; building and managing a *high-quality staff* aligned to the school's vision of success for every student; developing an achievement- and belief-based *school-wide culture*; instituting *operations and systems* to support learning; and modeling the *personal leadership* that sets the tone for all student and adult relationships in the school. New Leaders tests and refines this framework every year, based



on a variety of quantitative and qualitative data sources. Competencies in all of these areas are encompassed within various dimensions of OUSD's Leadership Rubric and are targets of all of the Thriving Leadership Project interventions. We will cross-map these drivers of change to the Leadership Rubric in collaboration with New Leaders so that that both strands of the Principal Pathway Program and New Leaders' Principal Institute intentionally and comprehensively address the leadership dimensions of our Leadership Rubric.

Further evidence to support our program's effectiveness derives from results achieved by New Leaders and the Reach Institute, literature on crucial components of programs to develop and improve school leadership, and early outcomes of OUSD's principal mentor program.

New Leaders has been a critical partner of OUSD since 2003, constantly supplying the district with high-quality leaders recruited, selected, trained, and supported through its programs. Of more than 80 educators New Leaders has prepared to become transformational principals of high-need schools in the Bay Area, 25 are school or district leaders in OUSD, including 19 principals, 2 assistant principals, and 2 of OUSD's 4 RExOs who supervise principals from a network of schools. New Leaders principals have played a critical role in the district's status as the most improved urban school district in California over the past 8 years, leading many of the highest-gaining schools in OUSD. In 2012, 2 of the 3 most improved elementary schools in OUSD and the top 2 most improved high schools in the district were led by New Leaders. More broadly, the aforementioned evaluation by RAND Corporation found that students in schools led by New Leaders achieve at significantly higher levels than their peers and are decreasing dropout rates, specifically because they have a New Leader Principal—which RAND calls the "New Leader effect." New Leaders-trained principals also demonstrate continued commitment to their schools and districts. As an example, 97% of OUSD principals trained by New Leaders in 2010-11 remained in principal positions in Oakland in 2011-2012.

OUSD's other partner in Thriving Leadership, the Reach Institute, has been working with



Bay Area districts and schools serving underserved communities since 2004, helping school leaders to improve student achievement. Over that time, through its Instructional Leadership Academy, Residencies, and other programs, it has helped schools achieve average gains on the California Academic Performance Index of 30 points (more than double the state average gain of 12 points) and average annual growth of 33%, far above the state mandated growth targeted of 5%. Defying the “predictive power of demographics, 16 Reach partner schools have scored over 800 on the API, the measure for a “school of excellence.” In OUSD, all six employees who have completed Reach’s Instructional Leadership Academy program since 2011 have advanced in their leadership assignments in the district.<sup>9</sup> Reach’s Instructional Leadership and credentialing program is guided by a research-based framework for how schools improve. Key levers of school improvement addressed in Reach’s seminars and coaching include: leadership as a change driver, relationship trust, instructional guidance, professional capacity building, school climate, parent and community. Its practicums and seminars are sequenced and developed with a logical progression to enable participants to develop leaders’ abilities to address essential components of how schools improve, with a focus on knowledge and skills with which school leaders can positively influence instruction.<sup>10</sup> This framework and Reach’s effective program model will be the foundation for the OUSD-Reach Instructional Leadership Academy.

The proposed project incorporates lessons from extensive research on effective leadership development programs. A recent report by the Wallace Foundation, which has been working with states and school districts for the past decade to develop and test ways to improve school leadership in order to better promote teaching and learning, identified lessons which we have incorporated in our program design: (1) the importance of conducting a selective process for choosing candidates for training as future principals; (2) pre-service training that prepares

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<sup>9</sup> 3 have been selected to serve as assistant principals, 1 advanced to a program coordinator position, 1 advanced to a department manager position, and 1 was recently promoted to an Executive Directorship within the district.

<sup>10</sup> Bryk AS, et al. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press.



aspiring principals to lead improved instruction and school change, not just manage buildings; (3) especially in their first years on the job, principals need high-quality mentoring and professional development tailored to individual and district needs.<sup>11</sup> Other proven features of effective school leadership training programs our initiative incorporates are field-based internships to provide experience in authentic contexts at schools, cohort groups, problem-based learning, “curricular coherence” (the program is structured to link goals, learning activities, and assessments around a set of standards for effective leadership practice), and “ongoing, career-staged, and seamless” professional development activities for school leaders.<sup>12</sup>

Our incorporation of induction programs for new leaders as well as ongoing professional learning for experienced principals is aligned with the research-based recommendation that “leadership training should not end when principals are hired. It should continue with high-quality mentoring for new principals and with professional development for all principals to promote career-long growth in line with the evolving needs of schools and districts.”<sup>13</sup>

There is a growing body of research on the need for and effectiveness of mentor programs for new school leaders, as well as on key aspects of successful principal mentoring programs. Thriving Leadership incorporates many of these features, including: formal training for mentors that emphasizes relationship building and professional collaborative behaviors, as well as guidelines for mentors outlining meaningful activities and ways to involve mentees in them, and should provide mentors with extra time to spend with their mentee<sup>14</sup> to answer questions, provide help with operational responsibilities, and emotional support;<sup>15</sup> building an “analysis and

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<sup>11</sup> Mitgang L. (2012). *The Making of the Principal. Five Lessons in Leadership Training*. The Wallace Foundation.

<sup>12</sup> Davis D, Darling-Hammond L, et al. (2005). *School Leadership Study: Developing Successful Principals*. Stanford Educational Leadership Institute.

<sup>13</sup> *Becoming a Leader: Preparing School Principals for Today’s Schools*. (2008). The Wallace Foundation.

<sup>14</sup> Crocker C, Harris S. (2002). Facilitating growth of administrative practitioners as mentors. *Journal of Research for Educational Leaders*, 1(2), 5-20.

<sup>15</sup> Dukess LF. *Designing Effective Principal Mentor Programs*. New Visions for Public Schools.



reflection cycle” on instructional leadership into mentoring”<sup>16</sup>; and mentoring lasting at least one year, and ideally two or more years, to provide “the necessary support as they develop from novices to self-assured leaders of change.”<sup>17</sup>

Mentoring can promote effective leadership skills for the mentors themselves<sup>18</sup> and serve as an effective retention strategy. These findings have been borne out in OUSD’s principal mentor program. Many of our mentor principals have indicated that the program, by encouraging them to reflect on their own practice, is one of the best professional learning growth opportunities they have had in OUSD, and that it has made them invested in staying in OUSD, making the district better, and giving back to OUSD. The program appears to have helped improve retention of both new and more veteran principals. All 21 principals who served as mentors in 2011-12 continued as OUSD principals in 2012-13, and 18 of 19 mentors in 2012-13 will continue in OUSD in 2013-14. Of the 2011-12 mentee cohort, only one of 21 left OUSD in 2012-13. As we implement Thriving Leadership, we will collect retention data to facilitate analysis of year-by-year patterns.

**Potential for replication.** Thriving Leadership will yield extensive information to help identify effective program components and guide their replication. The OUSD, NL, and Reach effective leadership frameworks that guide that project are detailed written documents that can be disseminated. Each intervention – e.g., seminars/practicums and Residencies incorporated in the Principal Pathway Program, induction interventions, training for mentors, critical friends group, instructional rounds – will follow well-structured, detailed, and written curricula and protocols we will make available to the field. As described in the next section, the project evaluation will draw on a wealth of quantitative and qualitative data to gauge the effectiveness of the project overall and particular components vis-à-vis our project goals and objectives. Evaluation reports, which we will disseminate, will contain detailed descriptions of the project’s implementation and

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<sup>16</sup> Yendol-Hoppey D, et al (2009). Critical Concepts of Mentoring in an Urban Context. *New Education*, 5:25-44.

<sup>17</sup> Getting Principal Mentoring Right: Lessons from the Field. (2007). The Wallace Foundation.

<sup>18</sup> Dukess LF. Designing Effective Principal Mentor Programs. *New Visions for Public Schools*.



outcomes, case studies of principals and schools, and recommendations for program improvement – to help guide replication of effective components and help practitioners utilize what we have learned. In addition the data collection tools (survey instruments, focus group and key informant interview protocols) we develop to support the project’s evaluation and improvement will also be disseminated and replicable to assist other practitioners.

### **B. Project Evaluation**

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The Thriving Leadership Project will employ a robust evaluation strategy that includes the use of quantitative and qualitative data to provide (a) ongoing formative evaluations to inform refinements in the project design; (b) a summative evaluation of progress made on the project’s targeted outcomes each year; and (c) research-based knowledge for OUSD and the broader field of urban school leadership on the characteristics of effective school leadership development and the link between school leadership, school quality, and student outcomes.

While documenting the project’s implementation and performance vis-à-vis the federal GPRA measures and our local goals and outcomes, the evaluation will also seek to answer these research questions: (1) *What is the relationship between a principal’s rating on the “instruction” leadership dimension and their school’s academic performance?* (2) *Are particular leadership dimensions more important depending on the particular status and needs of school sites – e.g., at priority or focus schools vs. reward schools?* (3) *Which program components and strategies are the most important in promoting effective school leadership and principal retention?*

OUSD will contract with an independent professional evaluator, Hatchuel Tabernik & Associates (HTA), to evaluate the Thriving Leadership Project, share interim data, make data-based recommendations for program improvement, prepare annual reports, and assist with compliance reporting to the grantor. HTA has extensive experience evaluating federally funded school improvement efforts in high-poverty urban school districts, including OUSD’s current Investing in Innovations-funded program, the Hayward Promise Neighborhoods initiative,



several Smaller Learning Community programs, and many others.

1. **Performance measures and data to be produced by project.** The Thriving Leadership Project goals and outcomes, detailed earlier, incorporate all of the performance measures established for the School Leadership Program, as well as several additional performance targets for the project. Data produced by the project will encompass both quantitative data with which to measure performance on our objectives as well as qualitative data to deepen our knowledge of the project's impact on participants, school leadership, and student outcomes, and inform ongoing program improvements and long-term leadership development efforts in OUSD.

*Quantitative data* produced by the project will be as follows. For *Goal 1—OUSD will create a pipeline of effective school leaders*, we will gather data on numbers of participants and completers of the Principal Pathway Program; number who pass end-of-program assessments and earn preliminary administrative credentials; number and % of program graduates hired as a principal in OUSD (or other districts) each year; length of time new principals remain in their position (reported each year for all participants hired as principals during the project), along with year-by-year data on retention of OUSD principals overall for comparison purposes. For *Goal 2—OUSD's school leaders will continually improve their leadership skills, leading to improved teaching and learning*, we will gather data on each principals' degree of participation in mentoring (and its specific activities) and other professional learning activities; on the schools' category under the ESEA Waiver (priority, focus, reward, or no category); on all data (academic, social-emotional, and school culture/climate domains) factored into the CORE School Quality Improvement Index for all schools with participating principals; teachers' performance vis-à-vis the leadership dimensions they are evaluated on each year, and the effectiveness ratings of both new principals hired after completing the OUSD Principal Pathway Program and experienced principals on their overall evaluation every time it is conducted during the grant period; and the



results of the School Quality Review process conducted on all schools every three years.<sup>19</sup> For *Goal 3—OUSD will institutionalize an effective model for school leadership development and retention*, we will gather data on principal retention across OUSD from year to year, and on evidence of OUSD’s plans at the end of the grant period to sustain the Principal Pathway Program and professional learning structures for new and experienced principals.

Qualitative data produced by the project will derive from participant surveys, focus groups, and key informant interviews. In designing protocols for gathering these related to the OUSD Principal Pathway Program, we will work with New Leaders and Reach Institute to incorporate and build on their existing procedures and tools for gathering qualitative data on participants’ perceptions of the quality and impact of programming. Data gathered will include participant ratings and anecdotal input on issues such as whether the program’s content helps build their leadership skills; the role and relative importance of particular program activities on their leadership development; whether they are able to apply strategies they learned in their program at their schools; the program’s impact on their knowledge, skills, and actions in leading teachers to drive student achievement gains, on enabling them to have difficult conversations about student efficacy with teachers, and on improving student achievement at their school.

We will refine the OUSD principal mentor program’s existing survey and focus group protocols and use them to gather data on issues such as participants’ (both mentees and mentors) perceptions of their match and the criteria used for it; benefits derived from the program and of particular program components; the program’s role in helping them influence teachers’ instructional practices, positively influence student learning, manage their school effectively, and

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<sup>19</sup> Conducted by a team composed of central office staff and trained stakeholders (teachers, principals, parents) which visits the school for several days to observe classes, conduct interviews and focus groups with an array of school stakeholders, review the school’s self-assessment, and analyze school and student outcomes, and map findings to rubrics which describe OUSD’s Standards of a Quality School. This process is designed will produce actionable knowledge about the schools’ strengths and weaknesses that will help stakeholders refine and focus ongoing school improvement work to promote better outcomes for students.





exert other types of leadership; areas of degree of satisfaction with the program, corresponding reasons, barriers to effective mentoring encountered, suggestions for program improvement, and areas where mentees need more professional development as new principals; the impact of the mentoring program on mentees' and mentors' intention to remain or not remain as a principal at their current site or another OUSD school, and perceptions of factors in general that influence (positively or negatively) principal retention in OUSD. We will design and utilize similar surveys and focus group protocols to elicit principals' perceptions about and recommendations for the Induction Leadership Institute, critical friends group, and instructional rounds program components. We will build into these data-gathering measures the ability to track participants' perceptions over time – such as by asking them to retrospectively provide their perceptions on the value of components such as the Principal Pathway Program, Induction Leadership Institute, and mentoring has helped them as school leaders over the years, as well as gaps in these programs which, if addressed, would make them more effective in strengthening school leadership skills. In addition, the project will draw on data from instructional leadership surveys of teachers on their principal's competencies (a measure OUSD is building into its principal evaluation system) as well as parent surveys on their perceptions of principal's effectiveness.

Key informant interviews will be conducted with OUSD's principal supervisors (RExOs and NExOs), key project staff from OUSD and our partners, and selected program participants in order to elicit contextual information about the program's implementation and impact and to yield case studies that reflect the program's value for participants, schools, and students.

Finally, summative performance assessments conducted in the two strands of the OUSD Principal Pathway Program (adapted from tools currently used by Reach and New Leaders) will generate data on participants' learning and learning gaps in relation to the leadership dimensions which will be used to inform the program evaluation and continuous program improvements.

**2. Project evaluation methods.** HTA evaluators will conduct a *mixed-methods evaluation*



that draws on the many sources of quantitative and qualitative data just detailed. Data gathered related to goals 1-3 will enable the evaluator to directly determine performance on the targeted quantitative outcomes under these goals, which focus on numbers of participants who complete the Principal Pathway Program, receive certification, are hired as principals, remain in these positions; on indicators of student achievement, social-emotional learning, and school climate and culture at OUSD schools where the participating principals serve; participants' rating of effectiveness on their performance evaluations; and principal retention.

We will utilize data from participants' evaluations vis-à-vis particular leadership dimensions, in combination with instructional leadership surveys of teachers and data on the category of school and school academic performance, to help address the research question on the relationship between teachers' ratings on the "instruction" dimension is correlated and their school's performance. These same data, along with information from School Quality Reviews, focus groups, and key informant interviews, will help us address the question of whether strength in particular dimensions is more important depending on the status and needs of school sites.

Data from close-ended questions from surveys will be imported into SPSS and analyzed descriptively. Qualitative data collected from open-ended questions and focus groups will be transcribed and imported into a qualitative data management and analysis software. Grounded theory, or constant comparative analysis, as described by Strauss and Corbin<sup>20</sup> will be utilized. In an initial data reduction approach, participants' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories along with quantitative data results will be reviewed for causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the evaluator to develop a "story" that connects the categories (selective coding) and finally posit hypotheses or theoretical propositions. These

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<sup>20</sup> Strauss A, Corbin J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks: Sage Publications.



analyses will help the evaluator establish findings on the effectiveness of particular program components in promoting effective school leadership and principal retention.

The evaluator will use information from summative assessments conducted in the Principal Pathway Program as well as key informant interviews to enrich the evaluation by situating the program within the context of school-leadership related issues and challenges in OUSD and other districts, other ongoing initiatives in OUSD, OUSD's overall strategic priorities, and plans for sustaining Thriving Leadership (or particular components of it) beyond the grant period (objectives 3B and 3C). Interviews will also enable the evaluator to compile case studies of particular program participants and schools in order to illustrate program experiences, challenges, and successes for new and experienced OUSD principals.

3. **Performance feedback and periodic assessment of progress.** The project evaluation will employ a *continuous improvement-based approach* whereby the evaluator provides regular feedback and analysis of progress toward intended outcomes, allowing for refinements as appropriate. The evaluator will conduct both qualitative and quantitative analyses twice yearly and present them to project oversight staff, who in turn present to the Steering Committee (see Management Plan) and OUSD leadership, to inform and guide continual program improvement. The evaluator will write mid-year and annual performance reports with multiple quantitative and qualitative indicators that capture progress toward project goals and objectives, detail preliminary outcomes, and present recommendations for program improvement. We will distribute these reports to project staff and Steering Committee members, and solicit input from all stakeholders to inform program operations and refinements. At the close of year 5, the evaluator will prepare a final summative report summarizing implementation, overall findings (including case studies) for the SLP grant period. The report will include recommendations for program improvements. We anticipate that the final report will serve as both a potent argument for sustaining the leadership development efforts we have implemented and found to be effective



through Thriving Leadership, and a resource to help guide the replication of particular program components or the Thriving Leadership program design in its entirety.

### **C. Significance**

Research has shown that approximately 25% of a school's total impact on student achievement is attributable to principal effectiveness and 33% to teacher effectiveness, and that teacher effectiveness is highly dependent on principal quality.<sup>21</sup> Furthermore, even though a single high-quality teacher can have a profound impact on student learning over the course of a year, that effect often diminishes unless a student's subsequent teachers are equally effective.<sup>22</sup> For students to have sustained learning gains year after year, whole schools must be high functioning, led by effective principals with effective teachers across the school.

OUSD teachers consistently report that the quality of the principal is one of the two top reasons they choose to work in a school and later choose to remain at the school. Conversely, principal quality is a primary reason teachers cite for leaving a school. Also, teachers who change schools within OUSD or leave the district are disproportionately those in the upper quartile on measures of teacher quality. In a recent survey of 40,000 teachers by Scholastic, Inc. and the Gates Foundation, 96% of teachers rated supportive leadership as absolutely essential or very important to retaining good teachers, more than any other factor; 91% rated effective and engaged principals as absolutely essential or very important in impacting student achievement.<sup>23</sup> Thriving Leadership's focus on developing and supporting high-quality leaders will therefore have the added benefit of helping OUSD attract and retain high-quality teachers. Moreover, OUSD and our partners recognize that schools are complex entities with many moving parts. Our

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<sup>21</sup> Marzano RJ, et al. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>22</sup> Kane TJ, Staiger DO. (2008). *Estimating teacher impacts on student achievement: An experimental evaluation*. Cambridge, MA: National Bureau of Economic Research.

<sup>23</sup> Further research shows that teachers say their principal is the number one reason they stay at or leave their school. *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. 2013. Wallace Foundation.



Leadership Rubric and project design identify the mission-critical elements that need to be addressed to ensure achievement gains, and the project will provide support differentiated to those needs. Thriving Leadership interventions are designed not only to develop the principal, but to also build the capacity of the entire school to drive high levels of student achievement. As such, the project will ensure strong leadership is in place while also supporting each leader's ability to develop and manage the talent of each individual in the school.

**1. Project's contribution to knowledge on the urban principalship.** Thriving Leadership builds on and leverages extensive research on aspects of principal leadership that are crucial for improving schools and driving student achievement. This knowledge underlies OUSD's Leadership Rubric and the frameworks that guide interventions developed by our partners New Leaders and Reach. The project partners and evaluator will work together to gather and share information about the project's impact on OUSD leaders, schools, and student and achievement.

The project's implementation and evaluation will help us determine the effectiveness of particular interventions in yielding the key project goals and objectives: building a robust pipeline of effective school principals for OUSD; increasing principals' effectiveness, and thereby enabling our schools to meet their goals for student achievement gains; improving principal retention; and informing a sustainable model for leadership development. Moreover, as noted, several high-level questions relevant to both this project and the larger education reform community will help guide these discussions and provide insights into which leadership dimensions and practices, and which project components, have the greatest impact on teaching and learning. These questions focus on: (1) *the relationship between a principal's rating on the "instruction" leadership dimension and their school's academic performance*; (2) *whether particular leadership dimensions are more important depending on the particular status and needs of school sites, and* (3) *whether particular program components and strategies are the most important in promoting effective school leadership and principal retention?*



The project evaluation will draw on a wealth of quantitative and qualitative data to produce knowledge on an ongoing basis to guide us in refining our Residencies and other programming to develop aspiring school leaders, induction programs for new leaders, and ongoing professional learning activities for incumbent principals. Other knowledge on effective leadership development and practice will derive from ongoing studies of their programs commissioned by New Leaders and Reach. For instance, in its collaboration with RAND, New Leaders is exploring which coaching practices have the greatest impact on a principal's personal development, principal actions, and student achievement patterns. Program staff from OUSD, New Leaders, and Reach, will discuss findings from these sources in regular interactions as well as in Steering Committee meetings convened to monitor the project's impact and inform district-wide thinking about effective leadership development. Yearly evaluation reports will include data-informed recommendations for program improvement, and the final evaluation report will both inform future leadership development efforts locally and be used to disseminate knowledge on effective leadership development interventions and leadership practices to the field.

**2. Project impact: system change and improvement.** Thriving Leadership is a district-wide project that will impact every principal and school in OUSD. It will build on and extend the ongoing work of OUSD's Effective Leadership Task Force in identifying and promoting the key components of effective school leadership, and in developing aligned systems for identifying and readying promising aspiring leaders to assume leadership roles, and for principal professional development and evaluation. The partnership between our Human Resources and Leadership Curriculum & Instruction Departments to oversee the project (see "Management Plan") will facilitate integration of this initiative into district-wide efforts around leadership development to promote improvements in teaching and learning in support of the district's overall priority of ensuring that all students graduate prepared for college and career.

Over the 5-year project period, Thriving Leadership will produce approximately 75 well-



qualified new leaders for OUSD's principal pool. We anticipate at least 80% of them will be placed as principals in the district. Once in these positions, they will have intensive, structured, individualized support for 2 years. They will also join all OUSD principals in further professional learning to continually hone leadership skills. Many principals will have opportunities to serve as mentors. They will have training and ongoing professional learning to build their skills as mentors. And the mentoring process will engage them in reflection that helps improve their own practice as school leaders. All of the differentiated opportunities to support leaders at every stage of their development, as part of cohorts and professional learning groups, aligned with leadership skills needed to be successful as principals in OUSD, will lead to system-wide improvements in school leadership and thereby in student achievement.

Once established, Thriving Leadership will help improve OUSD's success at recruiting effective principals as well as teachers who see themselves as on the pathway to the principalship. Our Project Coordinator and partners will conduct public relations outreach with Bay Area institutions that feed into our teacher and principal pools. Principals will be more likely to choose OUSD because of the mentor program and other supports. Some teachers will choose OUSD because of the pathway to the principalship they can take advantage of. The project's many supports, opportunities for collegiality and learning, and satisfaction derived from working effectively and seeing student outcomes improve, will also encourage effective principals to remain in OUSD. And because teachers working under effective principals are more likely to stay at their school, Thriving Leadership will also improve OUSD's retention of teachers.

Thriving Leadership will serve as a dynamic laboratory for district reforms addressing leadership development and will drive the institutionalization of leadership development across OUSD. We will develop, evaluate, and refine interventions comprising effective pathways to the principalship, induction supports, and for ongoing professional learning, leading to a model of sustainable leadership development in OUSD. By the end of the grant period, we will have built



capacity to support school leaders: including systems for identifying promising leaders within the district, Individualized Learning Plans to guide their leadership development, dynamic coaching, seminars/practicums, residencies, mentoring, and professional learning communities at every stage of leadership development and ongoing learning. At the same time, we will have implemented the new principal evaluation system we have developed, which is closely aligned with our Leadership Rubric. OUSDs' administrators' union has already signed off on the Leadership Rubric and its use as we pilot our new evaluation system for principals.

This project occurs at a time when the state of California's fiscal health is improving and the state is implementing a new system for funding school districts, in which high-need LEAs will receive increased per pupil funding and considerable latitude on how to allocate their funding streams. We will therefore be in a strong position to allocate resources to sustain the effective model for leadership development we establish through the Thriving Leadership project.

**3. Project impact: improvements in teaching and learning.** Research suggests that high levels of student achievement are possible when schools and the district coordinate their change efforts around a shared set of goals for student achievement. School leaders and leadership teams can serve as an important bridge between the central office and schools to enhance coordination, depth, spread, and commitment to district reforms aimed at improving teaching and learning.<sup>24</sup> Earlier we cited findings on the principal's critical impact on student achievement and on retaining good teachers, as well as the success of New Leaders- and Reach-trained principals in improving student achievement. The project will affect and support every principal in OUSD – many of whom will continue as principals for years to come. The primary focus will be to equip principals to be effective instructional leaders – while building their competencies in other leadership dimensions that are the foundation of strong instructional leadership. At the same

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<sup>24</sup> Chrispeels JH, et al. (2008). Aligning mental models of district and school leadership teams for reform coherence. *Education and Urban Society* 40(6):730.





time, Thriving Leadership will support and leverage other initiatives designed to improve teaching and learning – from our transition to the Common Core State Standards, to our Inquiry Learning Cohorts, to our adoption of the provisions of the CORE ESEA Waiver, including its accountability model and new systems for teacher and principal evaluations. Overall, we are confident the leadership development and support model we are proposing will help accelerate the substantial improvements in teaching and learning OUSD has been making year after year.

#### **D. Management Plan**

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**Project management and staffing plan.** The Thriving Leadership for Full Service Community Schools Project will be co-housed in OUSD’s Human Resources Services & Support (HRSS) and Leadership, Curriculum & Instruction (LCI) Departments. From HRSS, *Aaron Townsend, OUSD Director, Strategic School Support*, and from LCI, *Davina Goldwasser, OUSD Manager of Leadership Development* will share responsibility for project oversight. They will collaborate to coordinate the work of partners Reach and New Leaders in this project, and co-convene the Thriving Leadership Steering Committee, which will guide, monitor, and refine programming. (Its composition and role are detailed under “Procedures for feedback and continuous improvement” below.) Mr. Townsend will hire and supervise the Project Coordinator.

Since 2012, Mr. Townsend has been responsible for OUSD talent management initiatives related to staffing and employee retention, recognition, evaluation, and discipline. He was previously Coordinator of OUSD’s Transformation Network Office, and before that, as principal of Coliseum College Prep Academy from 2006 to 2011, transformed the grades 6-12 school to the second highest rated “quality” school in OUSD, with dramatic improvements in attendance, engagement, achievement, and parent satisfaction. Mr. Townsend, a former teacher, has a Tier 2 administrative credential and a Master of Education in School Leadership from Harvard.

The *Thriving Leadership Project Coordinator (PC)* will be a new position, classified as a Specialist in Employee Retention & Development. The PC will be responsible for day-to-day



project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; and liaising with and required reporting to the grantor. Required qualifications for this position will include prior experience as a school leader in an inner-city setting; familiarity with the field of leadership development and retention strategies; experience with coordinating programs, professional development activities, and managing partnerships; and experience managing and reporting on federal grants.

*Ms. Goldwasser*, in addition to sharing project oversight with Mr. Townsend, will be responsible for OUSD's Principal Mentor Program. She will recruit mentor principals, coordinate their training, and match them to mentees; supervise the Lead Mentor; plan and lead mentor professional learning communities and mentor-mentee retreats; and gather data on the mentoring program. Ms. Goldwasser will also plan the OUSD Induction Leadership Institute in collaboration with the district's Executive Officer of Instructional and Operational Alignment, and will coordinate the Instructional Rounds professional learning for all principals. This will entail training principals in the structured observation techniques for site visits; scheduling site visits; and participating in some visits and debriefing/ brainstorming sessions on the targeted problems of practice. Ms. Goldwasser currently leads OUSD's Principal Mentor Program and Instructional Rounds and facilitates regular professional learning for curriculum coordinators and coaches to equip them to lead principals and teachers in Common Core State Standards readiness professional development. Her experience includes 4 years as a Transformational Leadership Coach for OUSD principals and teacher leaders; 9 years as a classroom teacher in inner-city schools; serving as a Teacher Inquiry Consultant for the National Equity Project since 2004; and a state as a charter high school administrator. She has a Tier II Administrative Credential.



Program staff will include a **Lead Mentor** from OUSD. The Lead Mentor will provide intensive support to newly-hired principals focused on developing budgets for their sites, as part of the Mentor Program, and will assist Ms. Goldwasser with planning the Induction Leadership Institute and the mentor professional learning communities. Those chosen for this role will be veteran, skilled principals with particular competency in developing site budgets.

**Anne Prozan**, also **OUSD Manager of Leadership Development**, will coordinate the Critical Friends Group component of our ongoing professional learning for school principals. This will entail matching critical friends in pairs or trios; training principals in a protocol for goal setting, reflection, and learning around their leadership goals; coordinating group meetings; and participating in some of them to assist groups to discuss, reflect on, and improve targeted areas of practice. Ms. Prozan has served as a Transformational Leadership Coach in OUSD since 2006. She co-facilitated the Leadership Task Force that developed our Leadership Rubric and principal evaluation tools; coordinates principal professional learning and support in alignment with the leadership framework and to support the transition to the Common Core standards; assists schools to develop effective Instructional Leadership Teams; and provides coaching to site leaders and Leadership teams. She has a Tier 1 Administrative Credential, previously worked as an Instructional Reform Facilitator in the San Francisco schools, and is a former teacher.

**Reach Institute Executive Director, Hope Tollefsrud** will coordinate its role in the project. She will collaborate with OUSD staff to plan the OUSD-Reach Instructional Leadership Academy and co-lead programming with Jessica Evans, developing Individual Learning Plans, providing one-to-one coaching, leading seminars/practicums, and facilitating professional learning groups. Ms. Tollefsrud was Program Coordinator for Reach's Instructional Leadership Academy for 2½ years prior to becoming the agency's director in July 2013. She has an M.Ed in Instructional Leadership and an Administrative Services Credential. She was OUSD's BTSA Induction Coordinator for New Teacher Support and Development from 2003 to 2011, leading a



team to create and build a district-wide infrastructure to develop highly effective teachers. She also served as a site administrator in OUSD for 3 years and a classroom teacher for 10 years.

**Jessica Evans, Reach's incoming Instructional Leadership Academy Coordinator**, will co-lead programming with Ms. Tollefsrud. Ms. Evans was Chief Academic Officer for Education for Change Public Schools (which runs six charter schools in Oakland) from 2005 to 2013 and is a former Director of Elementary Education and elementary school principal in OUSD, with an Administrative Credential as well as doctorate and masters degrees in Education.

At *New Leaders*, **Laura Robell, Managing Director of Programs**, will oversee NL's partnership with OUSD and supervise NL's Program Directors in providing direct services to aspiring school leaders in OUSD. Mr. Robell has managed all of NL's Bay Area programs since 2012, coordinates partnerships with school districts, and trains and supports teacher leaders and principals in these programs. Previously she served 6 years as a middle school principal and assistant principal in OUSD and is a former teacher, with an Administrative Credential and a masters in Education. **Lydia Glassie, Director of NL's Emerging Leaders Program**, will help screen candidates for proper qualifications for the program; lead professional development seminars and practicums, guide monthly inquiry cycles, and provide one-to-one coaching. Prior to joining NL, Ms. Glassie was founder and principal of KIPP San Francisco Bay Academy from 2003 to 2012, a school which consistently received high rankings on the California Academic Performance Index, including scoring in the top 10% of schools with similar demographics.

**Charleen Calvert, Director of NL's Aspiring Principals Program**, will help develop Individual Learning Plans with participants and provide a deep level of coaching and professional development for Residents around a series of research-based practices of successful urban school leaders. Ms. Calvert was an OUSD middle school principal for 5 years and a high school head counselor for 13 years, a counselor and vice principal in the Berkeley schools for 7 years, and an OUSD teacher for 10 years, and has credentials in school administration, counseling, and



secondary teaching. A *Director of the NL Principals Institute* will work with all first- and second-year secondary principals who have completed the NL Residency. S/he will work with them to establish strong reentry plans, provide coaching and support focused on instructional leadership, and facilitate monthly professional learning community meetings for the cohort to strategize about implementing the research-based strategies they have learned in their Residency. Qualifications for this position will include at least 3 years of leadership experience in an urban public school; demonstrated success in facilitating adult learning; strong content knowledge in personal, instructional, and school culture leadership. (Please see attached job description.)

We want to highlight OUSD's longstanding partnerships with both New Leaders and Reach Institute. As noted, NL has been preparing and supporting principals in OUSD for the past 10 years. Currently 25% of our principals are New Leaders, as are 2 of our 3 RExOs. Reach has trained 6 current OUSD employees in its Instructional Leadership Academy program, all of whom have advanced in their leadership assignments in OUSD. Thriving Leadership will leverage these partnerships and the high-quality NL and Reach programs.

Danielle Toussaint, PhD, Evaluation Manager at Hatchuel Tabernik & Associates, will be responsible for HTA's evaluation of Thriving Leadership, including creating the evaluation work plan and data collection timeline in collaboration with the PC; assisting the Steering Committee to adapt existing OUSD, New Leaders, and Reach survey and focus group instruments for the project; data analysis; presentations at Steering Committee meetings; assisting with preparation of compliance reports to ED; and writing annual local evaluation reports. Ms. Toussaint and her HTA colleagues have extensive experience evaluating multi-year federally-funded, school improvement initiatives in OUSD and other urban school districts as well as conducting evaluation and research studies of large-scale initiatives in education and many other fields.

Please see attached resumes of all program staff from OUSD, our partners, and the evaluator.

**Project work plan and timeline.** Thriving Leadership combines and enhances ongoing



leadership development interventions in OUSD with new components. As shown in the work plan and timeline below, several activities (New Leaders Emerging Leaders, Aspiring Principals, and Principals Institute programs and OUSD’s Principal Mentor and Instructional Rounds programs) are ongoing and will continue into the 2013-14 school year independent of OUSD being awarded an SLP grant. If awarded funding, we anticipate an October 2013 to September 2018 grant period. During the 2013-14 school year we will plan the new interventions (OUSD-Reach Instructional Leadership Academy, OUSD Induction Leadership Institute, and Critical Friends Groups for all principals) as well as augmentations to the New Leaders programs and the OUSD principal mentor program, which will be implemented for the 2014-15 school year.

**Thriving Leadership – Implementation Work Plan & Timeline – Oct 2013 to Sept 2018**

<u>Activity</u>	<u>Target Dates</u>	<u>Person(s) Responsible</u>
NL Emerging Leaders program, 2013-14 cohort	Aug. '13-May '14	Lydia Glassie, NL
NL Aspiring Principals program, 2013-14 cohort	May '13-June '14	C Calvert, NL
Select Lead Mentors	June '13, yearly	D Goldwasser, OUSD
Mentor training program: CLASS	Summer, yearly	D Goldwasser, OUSD
Mentor professional learning community meetings	Aug-May, yearly	D Goldwasser, OSUD
NL Principals Institute, 2013-14 cohort	Aug. '13-June '15	Laura Robell, NL
Principal Mentor program, 2013-14 cohort	Aug '13-June '14	D Goldwasser, OUSD
Instructional Rounds for OUSD Principals	Oct-'13, ongoing	D Goldwasser, OUSD
Hire TL Project Coordinator	Oct. 2013	Aaron Townsend, OUSD
Convene TL Steering Committee	Oct. 13, quarterly	Aaron Townsend, OUSD
Contract with NL, Reach, Evaluator	Oct. 2013	Aaron Townsend, OUSD
Design evaluation plan, tools, data collection timeline	By January 2014	Danielle Toussaint, HTA
Map NL and Reach curricula to OUSD Leadership Dimensions	By February 2014	PC, OUSD; L Robell, NL; H Tollefsrud, Reach
Design OUSD-Reach Leadership Academy	By March 2014	PC; H Tollefsrud, Reach
Design/plan OUSD Induction Leadership Institute	By May, yearly	D Goldwasser, OUSD
Select participants for Principal Pathway Program	May of each year	PC, OUSD
Select highest performers for NL Aspiring Leaders	May of each year	L Robell, L Glassie, NL
Select mentor principals for next school year	May of each year	D Goldwasser, OUSD
Induction program for NL Aspiring Leaders	May-June, yearly	C Calvert, NL
Summer Institute for NL Aspiring Leaders	Each July	C Calvert, NL
OUSD Induction Leadership Institute	Each July, '14-'18	D Goldwasser, OUSD
Establish mentoring matches for new principals, APs	Each July	D Goldwasser, OUSD



**Thriving Leadership – Implementation Work Plan & Timeline – Oct 2013 to Sept 2018**

<i>Activity</i>	<i>Target Dates</i>	<i>Person(s) Responsible</i>
Establish and train principal critical friends groups	Each July, '14-'18	Anne Prozan, OUSD
Residencies in OUSD-Reach and NL AL programs	Aug-June yearly	TL PD, Reach/NL leads
Pathway Program seminars, practicums, coaching	Aug-June yearly	TL PD, Reach/NL leads
Mentoring for new principals	Aug-June yearly	D Goldwasser, OUSD
NL Principal Institute for new principals	Aug-June yearly	L Robell, NL
Critical friends group PLC meetings	Monthly, '14-'18	Anne Prozan, OUSD
Mid-year and end-of year evaluation reports	Every 6 months	Danielle Toussaint, HTA
Compliance reporting to ED	As required	TL Project Coordinator
Design and implement program refinements, informed by data and evaluation findings	Ongoing	TL Steering Committee, Townsend, Goldwasser
Commitments to sustain effective interventions	By June 2018	OUSD Superintendent
Final TL evaluation report	September 2018	Danielle Toussaint, HTA

**Procedures for feedback and continuous improvement.** The Thriving Leadership Steering Committee (SC) will include the aforementioned program staff from OUSD, Reach Institute, and New Leaders. It will be co-convened quarterly by Aaron Townsend and Davina Goldwasser of OUSD, to guide initial implementation, monitor the program, and plan and oversee appropriate refinements. We will invite representatives from key OUSD constituencies – including teachers, parents, students, district administrators, and community partners from the non-profit and business communities – to take part in SC meetings, so that we can keep them informed about the project and elicit valuable input and feedback from these constituencies relevant to school leadership. The SC will also be a venue for the evaluator to make presentations, at least twice per year, on evolving evaluation findings from the data on the project’s implementation and targeted outcomes. As noted, we will distribute mid-year and annual performance reports prepared by the evaluator, which summarize progress toward the project’s goals and objectives, detail preliminary outcomes, and offer recommendations for program improvement, to project staff, the SC, and other stakeholders, to inform ongoing refinements in the Thriving Leadership Project.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Oakland Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	498,000.00	498,000.00	498,000.00	498,000.00	498,000.00	2,490,000.00
2. Fringe Benefits	149,400.00	149,400.00	149,400.00	149,400.00	149,400.00	747,000.00
3. Travel	3,195.00	3,195.00	3,195.00	3,195.00	3,195.00	15,975.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	11,250.00	11,250.00	11,250.00	11,250.00	11,250.00	56,250.00
6. Contractual	273,000.00	272,165.00	273,154.00	272,490.00	272,872.00	1,363,681.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	13,500.00	3,375.00	3,375.00	3,375.00	3,375.00	27,000.00
9. Total Direct Costs (lines 1-8)	948,345.00	937,385.00	938,374.00	937,710.00	938,092.00	4,699,906.00
10. Indirect Costs*	49,029.00	48,463.00	48,514.00	48,480.00	48,499.00	242,985.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	997,374.00	985,848.00	986,888.00	986,190.00	986,591.00	4,942,891.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 5.17 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.17 %.



Name of Institution/Organization

Oakland Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**



Budget Narrative

YEAR 1

1. Personnel

<b>Project Coordinator</b> —The Project Coordinator will be responsible for day-to-day project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; managing the grant budget; and liaising with and required reporting to the grantor. <i>Calculation: \$85,000 annual salary x 100%</i>	\$85,000
<b>Leader extended hours</b> — Stipends for new principals and assistant principals to attend the week long summer Induction Leadership Institute. <i>Calculation: 30 participants x \$40/hour x 40 hours</i>	\$48,000
<b>Mentor Stipends</b> — Stipends for the mentor principal position to support new principals and assistant principals. <i>Calculation: 20 mentors x \$2,000 each</i>	\$40,000
<b>Resident principal salaries</b> — To subsidize salaries for resident principal placements for their training year in the OUSD Principal Pathway Program. <i>Calculation: \$80,000 average annual salary; 8 residents x 50% FTE</i>	\$320,000
<b>Lead Mentor</b> —The Lead Mentor (an experienced OUSD principal) will provide intensive support to newly-hired principals focused on developing budgets for their sites, as part of the Mentor Program, and will assist with planning the Induction Leadership Institute and the mentor professional learning communities. <i>Calculation: \$5,000 stipend</i>	\$5,000
<b>Leveraged OUSD Personnel:</b> Will total \$151,800 for personnel, compared of:	
<ul style="list-style-type: none"> <li>• Aaron Townsend, OUSD Director, Strategic School Support: <i>20% FTE x \$114,000 annual salary = \$22,800</i>, for project oversight; supervising the Project Coordinator; coordinating the partnership with Reach and New Leaders in this project; and co-convening the Thriving Leadership Steering Committee.</li> <li>• Davina Goldwasser, OUSD Manager of Leadership Development: <i>100% FTE x \$104,000 salary = \$10,400</i>, to co-oversee the project with Mr. Townsend; coordinate the Principal Mentor program; coordinate the Instructional Rounds program for OUSD principals, and plan the Induction Leadership Institute.</li> <li>• Anne Prozan, OUSD Manager of Leadership Development: <i>25% FTE x \$100,000 salary = \$25,000</i>, to coordinate the Critical Friends Group program for OUSD principals.</li> </ul>	
<b>2. Fringe/Benefits</b>	
<b>Fringe/Benefits</b> — Including medical, retirement, worker’s comp, etc. <i>Calculation: 30% x Subtotal Personnel</i>	\$149,400



**Leveraged OUSD Benefits:** *Calculation: 30% of prorated salaries of staff working on the project as leverage = \$45,540.*

### 3. Travel

**Travel to Washington D.C.**— Travel funds for project staff for one required trip to SLP sessions in Washington D.C. each year of the project. *Calculation: 3 staff x \$600 airfare + \$75.00 per diem x 3 + \$120 hotel x 2 nights* \$3,195

### 4. Equipment— None

### 5. Supplies

**New leaders welcome packages**— Provide all new principals and assistant principals with materials to orient them to the district and its strategic direction. *Calculation: \$25.00/package x 50 packages per year* \$1,250

**Refreshments**— For induction retreat, mentorship meetings, and regular professional learning meetings. *Calculation: \$100 x 100 meetings* \$10,000

### 6. Consultants/Contracts

**Evaluation**— Outside evaluator to facilitate the completion of the required state and federal evaluation reports, assisting with data collection and analysis as well as reporting. *Calculation: Hourly rate of \$75-\$125/hour depending on the task, hours allocated approximately as follows:* \$50,000

- Start up (20 hours, \$2,175)
- Literature review (6 hours, \$750)
- Evaluation planning (23 hours, \$2,725)
- Instrument design/production/refinement (26 hours, \$3,000)
- Data collection (28 hours, \$2,300)
- Data entry (33 hours, \$2,475)
- Data analysis: (36 hours, \$4,500)
- Developing reports (200 hours, \$21,575)
- Meetings (72 hours, \$9,000)
- Project Management (16 hours, \$1,500)

**New Leaders for New Schools**— To support New Leaders’ programming for the OUSD Principal Pathway Program, including the Emerging Principals, Aspiring Principals, and Principles Institute programs incorporated into Thriving Leadership. *Calculation:* \$100,000

- Managing Director of Programs @ 25% FTE x \$120,000/annual salary = \$30,000
- Emerging Leaders Program Director @ 30.61% FTE x \$98,000 annual salary = \$30,000
- Aspiring Principals Program Director @ 36.45% FTE x \$96,000 annual salary = \$35,000
- Resident travel and lodging = \$5,000

**Leveraged Funds from New Leaders:** New Leaders will raise more than 90% of the



funds needed (\$1.6 annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD. New Leaders will secure funding to cover costs for training, research and development, content development, coaching, management, systems and operations, staff for the Principals Institute, Aspiring Principals Program, Emerging Leaders, travel to and from the Summer Foundations program, boarding, school visits costs, Fall and Spring Foundations meetings costs, which include travel and board for participants, coursework at Boston University, credential costs for participants, and recruiting costs. These resources shall be expended on behalf of the Thriving Leadership for Full Service Community Schools project each year.

**Reach Institute**— To support the OUSD-Reach Instructional Leadership Institute component of the Principal Pathway Program. **Calculation:** (salaries include 2% COLA) \$123,000

- Reach Project Coordinator @ 20% FTE of \$100,000 annual salary = \$20,000, to oversee project and partnership with OUSD, supervise Reach Professional Development Facilitator, manage the project budget, evaluation, and reporting.
- Reach Professional Development Facilitator @ 90% FTE of \$80,000 salary = \$72,000, to lead the OUSD-Reach Instructional Leadership Institute training program, working with a cohort of leaders, including contributing to the project design and providing instruction and coaching.
- Fringe benefits for these staff, including medical, retirement, worker's compensation insurance, etc. @ \$22% of salary = \$20,240
- Computers and LCD projector for project staff = \$5,380.
- Training materials = \$5,380

**Leveraged Funds from Reach Institute:** To support this project, Reach will contribute \$28,000 in matching resources, as follows: *Project leadership, co-design, and development of the project, provided by the Executive Director 10% FTE x \$125,000/year = \$12,500; Credential Analyst Services, 10% FTE x \$75,000/year = \$7,500; fringe benefits for these staff @ 22% = \$4,400; \$2,000 in training and materials of supplies, and \$2,400 in in office space for training facilities and staff meetings (8% of \$30,000 annual rent).*

**7. Construction**— None

**8. Other**

**CLASS Training**— Mentor training on coaching and supporting principals. To be provided by the Association of California Superintendents and Administrators. \$13,500  
**Calculation:** 20 mentors x \$675

**9. Total Direct Costs: \$948,345**

**10. Indirect Costs—**

**Calculation:** 5.17% x Total Direct Costs = \$49,029

**12. Total Costs**

<b>Year 1 Grant Request</b>	<b>997,374</b>
<b>Year 1 Leveraged Funds</b>	<b>1,826,140</b>



**YEAR 2**

**1. Personnel**

<b>Project Coordinator</b> —The Project Coordinator will be responsible for day-to-day project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; managing the grant budget; and liaising with and required reporting to the grantor. <i>Calculation: \$85,000 annual salary x 100%</i>	\$85,000
<b>Leader extended hours</b> — Stipends for new principals and assistant principals to attend the week long summer Induction Leadership Institute. <i>Calculation: 30 participants x \$40/hour x 40 hours</i>	\$48,000
<b>Mentor Stipends</b> — Stipends for the mentor principal position to support new principals and assistant principals. <i>Calculation: 20 mentors x \$2,000 each</i>	\$40,000
<b>Resident principal salaries</b> — To subsidize salaries for resident principal placements for their training year in the OUSD Principal Pathway Program. <i>Calculation: \$80,000 average annual salary; 8 residents x 50% FTE</i>	\$320,000
<b>Lead Mentor</b> —The Lead Mentor (an experienced OUSD principal) will provide intensive support to newly-hired principals focused on developing budgets for their sites, as part of the Mentor Program, and will assist with planning the Induction Leadership Institute and the mentor professional learning communities. <i>Calculation: \$5,000 stipend</i>	\$5,000
<b>Leveraged OUSD Personnel:</b> Will total \$151,800 for personnel, compared of:	
<ul style="list-style-type: none"> <li>• Aaron Townsend, OUSD Director, Strategic School Support: <b>20% FTE x \$114,000 annual salary</b> = \$22,800, for project oversight; supervising the Project Coordinator; coordinating the partnership with Reach and New Leaders in this project; and co-convening the Thriving Leadership Steering Committee.</li> <li>• Davina Goldwasser, OUSD Manager of Leadership Development: <b>100% FTE x \$104,000 salary</b> = \$104,000, to co-oversee the project with Mr. Townsend; coordinate the Principal Mentor program; coordinate the Instructional Rounds program for OUSD principals, and plan the Induction Leadership Institute.</li> <li>• Anne Prozan, OUSD Manager of Leadership Development: <b>25% FTE x \$100,000 salary</b> = \$25,000, to coordinate the Critical Friends Group program for OUSD principals.</li> </ul>	
<b>2. Fringe/Benefits</b>	
<b>Fringe/Benefits</b> — Including medical, retirement, worker’s comp, etc. <i>Calculation: 30% x Subtotal Personnel</i>	\$149,400



**Leveraged OUSD Benefits:** *Calculation: 30% of prorated salaries of staff working on the project as leverage = \$45,540.*

### 3. Travel

**Travel to Washington D.C.—** Travel funds for project staff for one required trip to SLP sessions in Washington D.C. each year of the project. *Calculation: 3 staff x \$600 airfare + \$75.00 per diem x 3 + \$120 hotel x 2 nights* \$3,195

### 4. Equipment— None

### 5. Supplies

**New leaders welcome packages—** Provide all new principals and assistant principals with materials to orient them to the district and its strategic direction. *Calculation: \$25.00/package x 50 packages per year* \$1,250

**Refreshments—** For induction retreat, mentorship meetings, and regular professional learning meetings. *Calculation: \$100 x 100 meetings* \$10,000

### 6. Consultants/Contracts

**Evaluation—** Outside evaluator to facilitate the completion of the required state and federal evaluation reports, assisting with data collection and analysis as well as reporting. *Calculation: Hourly rate of \$75-\$125/ hour depending on the task, hours allocated approximately as follows:* \$50,000

- Start up (20 hours, \$2,175)
- Literature review (6 hours, \$750)
- Evaluation planning (23 hours, \$2,725)
- Instrument design/production/refinement (26 hours, \$3,000)
- Data collection (28 hours, \$2,300)
- Data entry (33 hours, \$2,475)
- Data analysis: (36 hours, \$4,500)
- Developing reports (200 hours, \$21,575)
- Meetings (72 hours, \$9,000)
- Project Management (16 hours, \$1,500)

**New Leaders for New Schools—** To support New Leaders' programming for the OUSD Principal Pathway Program, including the Emerging Principals, Aspiring Principals, and Principles Institute programs incorporated into Thriving Leadership. \$100,000

**Calculation:**

- Managing Director of Programs @ 25% FTE x \$120,000/ annual salary = \$30,000
- Emerging Leaders Program Director @ 30.61% FTE x \$98,000 annual salary = \$30,000
- Aspiring Principals Program Director @ 36.45% FTE x \$96,000 annual salary = \$35,000
- Resident travel and lodging = \$5,000

**Leveraged Funds from New Leaders:** New Leaders will raise more than 90% of the



funds needed (\$1.6 annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD. New Leaders will secure funding to cover costs for training, research and development, content development, coaching, management, systems and operations, staff for the Principals Institute, Aspiring Principals Program, Emerging Leaders, travel to and from the Summer Foundations program, boarding, school visits costs, Fall and Spring Foundations meetings costs, which include travel and board for participants, coursework at Boston University, credential costs for participants, and recruiting costs. These resources shall be expended on behalf of the Thriving Leadership for Full Service Community Schools project each year.

**Reach Institute**— To support the OUSD-Reach Instructional Leadership Institute component of the Principal Pathway Program. **Calculation:** (salaries include 2% COLA) \$122,165

- *Reach Project Coordinator @ 20% FTE of \$102,000 annual salary = \$20,400, to oversee project and partnership with OUSD, supervise Reach Professional Development Facilitator, manage the project budget, evaluation, and reporting.*
- *Reach Professional Development Facilitator @ 90% FTE of \$81,600 salary = \$73,440, to lead the OUSD-Reach Instructional Leadership Institute training program, working with a cohort of leaders, including contributing to the project design and providing instruction and coaching.*
- *Fringe benefits for these staff, including medical, retirement, worker's compensation insurance, etc. @ \$22% of salary = \$20,645*
- *Computers and LCD projector for project staff = \$2,300.*
- *Training materials = \$5,380*

**Leveraged Funds from Reach Institute:** To support this project, Reach will contribute \$29,288 in matching resources, as follows: *Project leadership, co-design, and development of the project, provided by the Executive Director .1 FTE = \$12,750; Credential Analyst Services, .1 FTE = \$7,650; fringe benefits for these staff @ 22% = \$4,488; \$2,000 in training and materials of supplies, and \$2,400 in office space for training facilities and staff meetings (8% of \$30,000 annual rent).*

**7. Construction**— None

**8. Other**

**CLASS Training**— Mentor training on coaching and supporting principals. To be provided by the Association of California Superintendents and Administrators. \$3,375  
**Calculation:** 5 mentors x \$675

**9. Total Direct Costs: \$937,385**

**10. Indirect Costs—**

**Calculation:** 5.17% x Total Direct Costs = \$48,463

**12. Total Costs**

<b>Year 2 Grant Request</b>	<b>985,848</b>
<b>Year 2 Leveraged Funds</b>	<b>1,826,628</b>



**YEAR 3**

**1. Personnel**

<b>Project Coordinator</b> —The Project Coordinator will be responsible for day-to-day project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; managing the grant budget; and liaising with and required reporting to the grantor. <i>Calculation: \$85,000 annual salary x 100%</i>	\$85,000
<b>Leader extended hours</b> — Stipends for new principals and assistant principals to attend the week long summer Induction Leadership Institute. <i>Calculation: 30 participants x \$40/hour x 40 hours</i>	\$48,000
<b>Mentor Stipends</b> — Stipends for the mentor principal position to support new principals and assistant principals. <i>Calculation: 20 mentors x \$2,000 each</i>	\$40,000
<b>Resident principal salaries</b> — To subsidize salaries for resident principal placements for their training year in the OUSD Principal Pathway Program. <i>Calculation: \$80,000 average annual salary; 8 residents x 50% FTE</i>	\$320,000
<b>Lead Mentor</b> —The Lead Mentor (an experienced OUSD principal) will provide intensive support to newly-hired principals focused on developing budgets for their sites, as part of the Mentor Program, and will assist with planning the Induction Leadership Institute and the mentor professional learning communities. <i>Calculation: \$5,000 stipend</i>	\$5,000
<b>Leveraged OUSD Personnel:</b> Will total \$151,800 for personnel, comprised of:	
<ul style="list-style-type: none"> <li>• Aaron Townsend, OUSD Director, Strategic School Support: <b>20% FTE x \$114,000 annual salary = \$22,800</b>, for project oversight; supervising the Project Coordinator; coordinating the partnership with Reach and New Leaders in this project; and co-convening the Thriving Leadership Steering Committee.</li> <li>• Davina Goldwasser, OUSD Manager of Leadership Development: <b>100% FTE x \$104,000 salary = \$10,400</b>, to co-oversee the project with Mr. Townsend; coordinate the Principal Mentor program; coordinate the Instructional Rounds program for OUSD principals, and plan the Induction Leadership Institute.</li> <li>• Anne Prozan, OUSD Manager of Leadership Development: <b>25% FTE x \$100,000 salary = \$25,000</b>, to coordinate the Critical Friends Group program for OUSD principals.</li> </ul>	
<b>2. Fringe/Benefits</b>	
<b>Fringe/Benefits</b> — Including medical, retirement, worker’s comp, etc. <i>Calculation: 30% x Subtotal Personnel</i>	\$149,400
<b>Leveraged OUSD Benefits:</b> <i>Calculation: 30% of prorated salaries of staff working on the project as leverage = \$45,540.</i>	





### 3. Travel

**Travel to Washington D.C.**— Travel funds for project staff for one required trip to SLP sessions in Washington D.C. each year of the project. *Calculation: 3 staff x \$600 airfare + \$75.00 per diem x 3 + \$120 hotel x 2 nights* \$3,195

### 4. Equipment— None

### 5. Supplies

**New leaders welcome packages**— Provide all new principals and assistant principals with materials to orient them to the district and its strategic direction. *Calculation: \$25.00/package x 50 packages per year* \$1,250

**Refreshments**— For induction retreat, mentorship meetings, and regular professional learning meetings. *Calculation: \$100 x 100 meetings* \$10,000

### 6. Consultants/Contracts

**Evaluation**— Outside evaluator to facilitate the completion of the required state and federal evaluation reports, assisting with data collection and analysis as well as reporting. *Calculation: Hourly rate of \$75-\$125/hour depending on the task, hours allocated approximately as follows:* \$50,000

- Start up (20 hours, \$2,175)
- Literature review (6 hours, \$750)
- Evaluation planning (23 hours, \$2,725)
- Instrument design/production/refinement (26 hours, \$3,000)
- Data collection (28 hours, \$2,300)
- Data entry (33 hours, \$2,475)
- Data analysis: (36 hours, \$4,500)
- Developing reports (200 hours, \$21,575)
- Meetings (72 hours, \$9,000)
- Project Management (16 hours, \$1,500)

**New Leaders for New Schools**— To support New Leaders' programming for the OUSD Principal Pathway Program, including the Emerging Principals, Aspiring Principals, and Principles Institute programs incorporated into Thriving Leadership. *Calculation:* \$100,000

- Managing Director of Programs @ 25% FTE x \$120,000/annual salary = \$30,000
- Emerging Leaders Program Director @ 30.61% FTE x \$98,000 annual salary = \$30,000
- Aspiring Principals Program Director @ 36.45% FTE x \$96,000 annual salary = \$35,000
- Resident travel and lodging = \$5,000

**Leveraged Funds from New Leaders:** New Leaders will raise more than 90% of the funds needed (\$1.6 annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD. New Leaders will secure funding to cover costs for



training, research and development, content development, coaching, management, systems and operations, staff for the Principals Institute, Aspiring Principals Program, Emerging Leaders, travel to and from the Summer Foundations program, boarding, school visits costs, Fall and Spring Foundations meetings costs, which include travel and board for participants, coursework at Boston University, credential costs for participants, and recruiting costs. These resources shall be expended on behalf of the Thriving Leadership for Full Service Community Schools project each year.

**Reach Institute**— To support the OUSD-Reach Instructional Leadership Institute component of the Principal Pathway Program. **Calculation:** (salaries include 2% COLA) \$123,154

- Reach Project Coordinator @ 20% FTE of \$104,040 annual salary = \$20,808, to oversee project and partnership with OUSD, supervise Reach Professional Development Facilitator, manage the project budget, evaluation, and reporting.
- Reach Professional Development Facilitator @ 90% FTE of \$83,332 salary = \$74,909, to lead the OUSD-Reach Instructional Leadership Institute training program, working with a cohort of leaders, including contributing to the project design and providing instruction and coaching.
- Fringe benefits for these staff, including medical, retirement, worker's compensation insurance, etc. @ 22% of salary = \$21,058
- Equipment for project staff = \$1,000.
- Training materials = \$5,380

**Leveraged Funds from Reach Institute:** To support this project, Reach will contribute \$29,786 in matching resources, as follows: *Project leadership, co-design, and development of the project, provided by the Executive Director .1 FTE = \$13,005; Credential Analyst Services, .1 FTE = \$7,803; fringe benefits for these staff @ 22% = \$4,578; \$2,000 in training and materials of supplies, and \$2,400 in office space for training facilities and staff meetings (8% of \$30,000 annual rent).*

**7. Construction**— None

**8. Other**

**CLASS Training**— Mentor training on coaching and supporting principals. To be provided by the Association of California Superintendents and Administrators. \$3,375  
**Calculation:** 5 mentors x \$675

**9. Total Direct Costs: \$938,374**

**10. Indirect Costs—**

**Calculation:** 5.17% x Total Direct Costs = \$48,514

**12. Total Costs**

<b>Year 3 Grant Request</b>	<b>986,888</b>
<b>Year 3 Leveraged Funds</b>	<b>1,827,126</b>



YEAR 4

1. Personnel

<b>Project Coordinator</b> —The Project Coordinator will be responsible for day-to-day project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; managing the grant budget; and liaising with and required reporting to the grantor. <i>Calculation: \$85,000 annual salary x 100%</i>	\$85,000
<b>Leader extended hours</b> — Stipends for new principals and assistant principals to attend the week long summer Induction Leadership Institute. <i>Calculation: 30 participants x \$40/hour x 40 hours</i>	\$48,000
<b>Mentor Stipends</b> — Stipends for the mentor principal position to support new principals and assistant principals. <i>Calculation: 20 mentors x \$2,000 each</i>	\$40,000
<b>Resident principal salaries</b> — To subsidize salaries for resident principal placements for their training year in the OUSD Principal Pathway Program. <i>Calculation: \$80,000 average annual salary; 8 residents x 50% FTE</i>	\$320,000
<b>Lead Mentor</b> — The Lead Mentor (an experienced OUSD principal) will provide intensive support to newly-hired principals focused on developing budgets for their sites, as part of the Mentor Program, and will assist with planning the Induction Leadership Institute and the mentor professional learning communities. <i>Calculation: \$5,000 stipend</i>	\$5,000
<b>Leveraged OUSD Personnel:</b> Will total \$151,800 for personnel, comprised of:	
<ul style="list-style-type: none"> <li>• Aaron Townsend, OUSD Director, Strategic School Support: <i>20% FTE x \$114,000 annual salary = \$22,800</i>, for project oversight; supervising the Project Coordinator; coordinating the partnership with Reach and New Leaders in this project; and co-convening the Thriving Leadership Steering Committee.</li> <li>• Davina Goldwasser, OUSD Manager of Leadership Development: <i>100% FTE x \$104,000 salary = \$10,400</i>, to co-oversee the project with Mr. Townsend; coordinate the Principal Mentor program; coordinate the Instructional Rounds program for OUSD principals, and plan the Induction Leadership Institute.</li> <li>• Anne Prozan, OUSD Manager of Leadership Development: <i>25% FTE x \$100,000 salary = \$25,000</i>, to coordinate the Critical Friends Group program for OUSD principals.</li> </ul>	
<b>2. Fringe/Benefits</b>	
<b>Fringe/Benefits</b> — Including medical, retirement, worker’s comp, etc. <i>Calculation: 30% x Subtotal Personnel</i>	\$149,400
<b>Leveraged OUSD Benefits:</b> <i>Calculation: 30% of prorated salaries of staff working on the project as leverage = \$45,540.</i>	



### 3. Travel

**Travel to Washington D.C.**— Travel funds for project staff for one required trip to SLP sessions in Washington D.C. each year of the project. *Calculation: 3 staff x \$600 airfare + \$75.00 per diem x 3 + \$120 hotel x 2 nights* \$3,195

### 4. Equipment— None

### 5. Supplies

**New leaders welcome packages**— Provide all new principals and assistant principals with materials to orient them to the district and its strategic direction. *Calculation: \$25.00/package x 50 packages per year* \$1,250

**Refreshments**— For induction retreat, mentorship meetings, and regular professional learning meetings. *Calculation: \$100 x 100 meetings* \$10,000

### 6. Consultants/Contracts

**Evaluation**— Outside evaluator to facilitate the completion of the required state and federal evaluation reports, assisting with data collection and analysis as well as reporting. *Calculation: Hourly rate of \$75-\$125/hour depending on the task, hours allocated approximately as follows:* \$50,000

- Start up (20 hours, \$2,175)
- Literature review (6 hours, \$750)
- Evaluation planning (23 hours, \$2,725)
- Instrument design/production/refinement (26 hours, \$3,000)
- Data collection (28 hours, \$2,300)
- Data entry (33 hours, \$2,475)
- Data analysis: (36 hours, \$4,500)
- Developing reports (200 hours, \$21,575)
- Meetings (72 hours, \$9,000)
- Project Management (16 hours, \$1,500)

**New Leaders for New Schools**— To support New Leaders’ programming for the OUSD Principal Pathway Program, including the Emerging Principals, Aspiring Principals, and Principles Institute programs incorporated into Thriving Leadership. \$100,000

**Calculation:**

- Managing Director of Programs @ 25% FTE x \$120,000/annual salary = \$30,000
- Emerging Leaders Program Director @ 30.61% FTE x \$98,000 annual salary = \$30,000
- Aspiring Principals Program Director @ 36.45% FTE x \$96,000 annual salary = \$35,000
- Resident travel and lodging = \$5,000

**Leveraged Funds from New Leaders:** New Leaders will raise more than 90% of the funds needed (\$1.6 annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD. New Leaders will secure funding to cover costs for



training, research and development, content development, coaching, management, systems and operations, staff for the Principals Institute, Aspiring Principals Program, Emerging Leaders, travel to and from the Summer Foundations program, boarding, school visits costs, Fall and Spring Foundations meetings costs, which include travel and board for participants, coursework at Boston University, credential costs for participants, and recruiting costs. These resources shall be expended on behalf of the Thriving Leadership for Full Service Community Schools project each year.

**Reach Institute**— To support the OUSD-Reach Instructional Leadership Institute component of the Principal Pathway Program. *Calculation:* (salaries include 2% COLA) \$122,490

- *Reach Project Coordinator @ 20% FTE of \$106,320 annual salary = \$21,224, to oversee project and partnership with OUSD, supervise Reach Professional Development Facilitator, manage the project budget, evaluation, and reporting.*
- *Reach Professional Development Facilitator @ 90% FTE of \$84,999 salary = \$76,407, to lead the OUSD-Reach Instructional Leadership Institute training program, working with a cohort of leaders, including contributing to the project design and providing instruction and coaching.*
- *Fringe benefits for these staff, including medical, retirement, worker's compensation insurance, etc. @ \$22% of salary = \$21,479*
- *Training materials = \$3,380*

**Leveraged Funds from Reach Institute:** To support this project, Reach will contribute \$30,293 in matching resources, as follows: *Project leadership, co-design, and development of the project, provided by the Executive Director .1 FTE = \$13,265; Credential Analyst Services, .1 FTE = \$7,959; fringe benefits for these staff @ 22% = \$4,669; \$2,000 in training and materials of supplies, and \$2,400 in office space for training facilities and staff meetings (8% of \$30,000 annual rent).*

**7. Construction**— None

**8. Other**

**CLASS Training**— Mentor training on coaching and supporting principals. To be provided by the Association of California Superintendents and Administrators. \$3,375

*Calculation:* 5 mentors x \$675

**9. Total Direct Costs: \$937,710**

**10. Indirect Costs—**

*Calculation:* 5.17% x Total Direct Costs = \$48,480

**12. Total Costs**

<b>Year 3 Grant Request</b>	<b>986,190</b>
<b>Year 3 Leveraged Funds</b>	<b>1,828,151</b>



**YEAR 5**

**1. Personnel**

<b>Project Coordinator</b> —The Project Coordinator will be responsible for day-to-day project coordination and problem-solving to ensure the project is implemented with fidelity to the design and timeline detailed in this application; coordinating recruitment of participants within OUSD for the Principal Pathway Program; coordinating the OUSD Induction Leadership Institute; liaising with partners Reach Institute and New Leaders and with the evaluator; convening the Steering Committee; overseeing data collection; managing the grant budget; and liaising with and required reporting to the grantor. <i>Calculation: \$85,000 annual salary x 100%</i>	\$85,000
<b>Leader extended hours</b> — Stipends for new principals and assistant principals to attend the week long summer Induction Leadership Institute. <i>Calculation: 30 participants x \$40/hour x 40 hours</i>	\$48,000
<b>Mentor Stipends</b> — Stipends for the mentor principal position to support new principals and assistant principals. <i>Calculation: 20 mentors x \$2,000 each</i>	\$40,000
<b>Resident principal salaries</b> — To subsidize salaries for resident principal placements for their training year in the OUSD Principal Pathway Program. <i>Calculation: \$80,000 average annual salary; 8 residents x 50% FTE</i>	\$320,000
<b>Lead Mentor</b> — Stipends to provide targeted support for new principals with operations and budget through 1:1 mentoring and workshops. <i>Calculation: \$5,000 stipend</i>	\$5,000
<b>Leveraged OUSD Personnel:</b> Will total \$151,800 for personnel, comprised of:	
<ul style="list-style-type: none"> <li>• Aaron Townsend, OUSD Director, Strategic School Support: <i>20% FTE x \$114,000 annual salary = \$22,800</i>, for project oversight; supervising the Project Coordinator; coordinating the partnership with Reach and New Leaders in this project; and co-convening the Thriving Leadership Steering Committee.</li> <li>• Davina Goldwasser, OUSD Manager of Leadership Development: <i>100% FTE x \$104,000 salary = \$10,400</i>, to co-oversee the project with Mr. Townsend; coordinate the Principal Mentor program; coordinate the Instructional Rounds program for OUSD principals, and plan the Induction Leadership Institute.</li> <li>• Anne Prozan, OUSD Manager of Leadership Development: <i>25% FTE x \$100,000 salary = \$25,000</i>, to coordinate the Critical Friends Group program for OUSD principals.</li> </ul>	
<b>2. Fringe/Benefits</b>	
<b>Fringe/Benefits</b> — Including medical, retirement, worker’s comp, etc. <i>Calculation: 30% x Subtotal Personnel</i>	\$149,400
<b>Leveraged OUSD Benefits:</b> <i>Calculation: 30% of prorated salaries of staff working on the project as leverage = \$45,540.</i>	



### 3. Travel

**Travel to Washington D.C.**— Travel funds for project staff for one required trip to SLP sessions in Washington D.C. each year of the project. *Calculation: 3 staff x \$600 airfare + \$75.00 per diem x 3 + \$120 hotel x 2 nights* \$3,195

### 4. Equipment— None

### 5. Supplies

**New leaders welcome packages**— Provide all new principals and assistant principals with materials to orient them to the district and its strategic direction. *Calculation: \$25.00/package x 50 packages per year* \$1,250

**Refreshments**— For induction retreat, mentorship meetings, and regular professional learning meetings. *Calculation: \$100 x 100 meetings* \$10,000

### 6. Consultants/Contracts

**Evaluation**— Outside evaluator to facilitate the completion of the required state and federal evaluation reports, assisting with data collection and analysis as well as reporting. *Calculation: Hourly rate of \$75-\$125/hour depending on the task, hours allocated approximately as follows:* \$50,000

- Start up (20 hours, \$2,175)
- Literature review (6 hours, \$750)
- Evaluation planning (23 hours, \$2,725)
- Instrument design/production/refinement (26 hours, \$3,000)
- Data collection (28 hours, \$2,300)
- Data entry (33 hours, \$2,475)
- Data analysis: (36 hours, \$4,500)
- Developing reports (200 hours, \$21,575)
- Meetings (72 hours, \$9,000)
- Project Management (16 hours, \$1,500)

**New Leaders for New Schools**— To support New Leaders' programming for the OUSD Principal Pathway Program, including the Emerging Principals, Aspiring Principals, and Principles Institute programs incorporated into Thriving Leadership. *Calculation:* \$100,000

- Managing Director of Programs @ 25% FTE x \$120,000/annual salary = \$30,000
- Emerging Leaders Program Director @ 30.61% FTE x \$98,000 annual salary = \$30,000
- Aspiring Principals Program Director @ 36.45% FTE x \$96,000 annual salary = \$35,000
- Resident travel and lodging = \$5,000

**Leveraged Funds from New Leaders:** New Leaders will raise more than 90% of the funds needed (\$1.6 annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD. New Leaders will secure funding to cover costs for



training, research and development, content development, coaching, management, systems and operations, staff for the Principals Institute, Aspiring Principals Program, Emerging Leaders, travel to and from the Summer Foundations program, boarding, school visits costs, Fall and Spring Foundations meetings costs, which include travel and board for participants, coursework at Boston University, credential costs for participants, and recruiting costs. These resources shall be expended on behalf of the Thriving Leadership for Full Service Community Schools project each year.

**Reach Institute**— To support the OUSD-Reach Instructional Leadership Institute component of the Principal Pathway Program. **Calculation:** (salaries include 2% COLA) \$122,872

- Reach Project Coordinator @ .2 FTE of \$108,456 annual salary = \$21,649, to oversee project and partnership with OUSD, supervise Reach Professional Development Facilitator, manage the project budget, evaluation, and reporting.
- Reach Professional Development Facilitator @ .9 FTE of \$86,699 salary = \$77,935, to lead the OUSD-Reach Instructional Leadership Institute training program, working with a cohort of leaders, including contributing to the project design and providing instruction and coaching.
- Fringe benefits for these staff, including medical, retirement, worker's compensation insurance, etc. @ \$22% of salary = \$21,908
- Training materials = \$1,380

**Leveraged Funds from Reach Institute:** To support this project, Reach will contribute \$30,293 in matching resources, as follows: *Project leadership, co-design, and development of the project, provided by the Executive Director .1 FTE = \$13,530; Credential Analyst Services, .1 FTE = \$8,118; fringe benefits for these staff @ 22% = \$4,763 ; \$2,000 in training and materials of supplies, and \$2,400 in office space for training facilities and staff meetings (8% of \$30,000 annual rent).*

**7. Construction**— None

**8. Other**

**CLASS Training**— Mentor training on coaching and supporting principals. To be provided by the Association of California Superintendents and Administrators. \$3,375

**Calculation:** 5 mentors x \$675

**9. Total Direct Costs: \$938,092**

**10. Indirect Costs—**

**Calculation:** 5.17% x Total Direct Costs = \$48,499

**12. Total Costs**

<b>Year 3 Grant Request</b>	<b>986,591</b>
<b>Year 3 Leveraged Funds</b>	<b>1,828,151</b>





**Total Grant Request**

<b>Year 1:</b>	<b>997,374</b>
<b>Year 2:</b>	<b>985,848</b>
<b>Year 3:</b>	<b>986,888</b>
<b>Year 4:</b>	<b>986,190</b>
<b>Year 5:</b>	<b>986,591</b>
<b>Total Federal Request Years 1-5:</b>	<b>\$4,942,891</b>

**Total Leveraged Funds**

<b>Year 1:</b>	<b>1,826,140</b>
<b>Year 2:</b>	<b>1,826,628</b>
<b>Year 3:</b>	<b>1,827,126</b>
<b>Year 4:</b>	<b>1,827,633</b>
<b>Year 5:</b>	<b>1,825,151</b>
<b>Total Leveraged Funds Years 1-5:</b>	<b>\$9,135,678</b>



Oakland Unified School District (OUSD) meets the high-need LEA eligibility criteria for School Leadership Program grant funding as follows:

**(a)(1) Children from families with incomes below the poverty line**

U.S. Census Bureau data for our geographic boundary in the link provided by ED indicate that in 2011 26.3% of young people ages 5-17 (14,996 of 57,049) in Oakland were from families with incomes below the poverty line.

**Data source:** [www.ed.gov/programs/lsl/eligibility.html](http://www.ed.gov/programs/lsl/eligibility.html)  
[www.census.gov/did/www/saipe/data/interactive/#view=SchoolDistricts](http://www.census.gov/did/www/saipe/data/interactive/#view=SchoolDistricts)

OUSD is certain the poverty rate among our students is even higher than 26.3%, although we do not have a specific percentage.

Note that a full 81% of OUSD students receive free-or-reduced-price lunch through the National School Lunch Program.

**(b)(2) A high percentage of teachers with emergency, provisional, or temporary certification or licensing**

In 2012-13, OUSD employed 1,889 teachers. Of this number, 1,696 hold a full credential. The remaining 193 (10.2%) are not credentialed, working either on waivers, a university of district intern credential, or a short-term staff permit.

(Note: This does not include another substantial number of OUSD teachers who have preliminary credentials and are in the process of working the 5 additional years required for a permanent credential.)

**Data source:** OUSD Human Resources credential records



Addressing Invitational Priority 2  
Moderate Evidence of Effectiveness

**Overview of Moderate Evidence:** The New Leaders leadership development program is supported by moderate evidence from an independent, quasi-experimental evaluation by the RAND Corporation—a 2010 Working Paper follows this narrative (Appendix D2). The RAND study employs a value-added model in an interrupted time series design (with control group). Its primary conclusion to-date has been that students in K-8 schools led by New Leader Principals for three or more years outperformed their peers in comparison schools by statistically significant margins. For principals with three or more years experience, effect sizes ranged from approximately .04-.06 across math and reading, which are on par with or higher than the effects measured with similar interventions, especially given relatively small sample sizes. The study is characterized by both high internal validity and moderately high external generalizability.

The RAND study evaluates the impact of the New Leaders Aspiring Principals Program being proposed as a component of the Striving Leadership for Full Service Community Schools project. It focuses on New Leaders in Oakland schools as well as schools in many other cities and includes similar student populations as OUSD's. High schools have not yet been included in the study due to methodological challenges; however, New Leaders has every reason to expect similar impact in high schools, as its program participants receive the same treatment, serve as principals in the same cities, and serve students with similar demographic characteristics. Moreover, analyses of publicly available high school data have shown positive impact: for example, 2009-10 four-year high school graduation rates in schools led by New Leader alumni were 71%, compared to an average of 63% across New Leaders' district partners, despite student demographics in treatment schools that include significantly higher percentages of students in



poverty and of color than the districts overall.

Finally, the student-level data included in the study is collected directly from school districts by RAND. New Leaders has had no influence over the analyses presented in the study, nor was it afforded editorial control over its publication. Therefore, the evaluator is fully independent and is neither the program designer nor implementer. Data collection for the current study by RAND concluded in 2011-12, and the final public report will be completed by 2014. RAND began a new evaluation in the 2012-13 school year, to conclude in 2016-17. This new study will evaluate the impact of an i3 Validation grant awarded to Leaders and the ongoing impact of New Leaders' leadership development program.

**Quasi-Experimental Design:** The RAND evaluation of the New Leaders program employs an interrupted time-series design with a control group to estimate the impact of the program. Its primary analytic approach uses longitudinal student-level data to estimate “value-added” models. The goal of all value-added models is to isolate the incremental contribution of some intervention – in this case the New Leaders program – on student outcomes.<sup>1</sup>

This quasi-experimental research design was developed after careful consideration of randomly assigning principals to schools. In a world with no constraints, randomization would be the ideal way for researchers to estimate the impact of the New Leaders program. It would ensure that other factors that could affect student achievement are “balanced” between the program and control schools, which would imply that simple comparisons by New Leaders alumni status would identify the impact of the program. However, principal assignment is governed by a variety of district practices, regulations, and union agreements that vary across New Leaders' partner districts. For example, state and/or district policy in some partner districts

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<sup>1</sup> McCaffrey et al. (2004).



requires that principals are selected by local governance councils. Generally, new principals are hired to work in schools that have a principal vacancy. Furthermore, New Leaders works with districts to ensure that its alumni are considered for available positions that match both the individual candidate's leadership strengths and New Leaders' mission to serve low-income students and students of color. Thus random assignment would be incompatible with the design of the program and with the interests of partner districts.

In the absence of random assignment, a quasi-experimental research design was developed to account for biases that would arise from sorting of students and principals to schools. Because RAND's approach of using longitudinal student-level data to estimate "value-added" models exploits "interruptions" in the student's exposure to the New Leaders program, it can also be characterized as a quasi-experimental design known as interrupted "time-series" (with a control group), with data on "control" students who never receive exposure to the program.

**The Value Added Model:** RAND's value added analysis uses student-level indicators and is able to examine how student achievement differs before, during, and potentially after a student attends a school led by a New Leader principal. Thus, the models base the estimates of the program impact on the differential achievement a student experiences in a school led by a New Leader principal relative to their achievement in a non-New Leader principal-led school, controlling for other observable student characteristics. In particular, RAND's design uses student achievement scores from at least two years prior to the assignment of a New Leader principal, creating a "pretest" achievement pattern that can be compared with changes in achievement after the assignment of a New Leader principal (a "posttest" assessment). In addition, English Language Learner or special education status, free or reduced lunch eligibility, age for grade, race/ethnicity, and gender are included in the models, as are a range of other



factors that could account for initial differences between the treatment (i.e., schools led by New Leader alumni) and comparison groups (i.e., comparison schools in the district), such as years of principal tenure. If the New Leader program is improving student outcomes, then the evidence should indicate that once a New Leader principal arrives, student outcomes should improve relative to their counterparts who did not receive the “treatment” of attending a school led by a New Leader alumnus.

Formally, RAND estimates models of the form:

$$(1) Y_{ist} = \theta D_{st} + X_{st}\beta + W_{ist}\lambda + \alpha_i + \eta_t + \varepsilon_{ist}$$

where  $Y_{ist}$  denotes student achievement for student  $i$  in year  $t$  in school  $s$ ,  $X_{st}$  is a vector of observed school-level covariates (such as principal experience),  $\eta_t$  is a year fixed-effect,  $W_{ist}$  is a vector of observed student-level covariates that may be time-varying (such as grade) or permanent (such as race),  $\alpha_i$  is a student-specific intercept, and  $\varepsilon_{ist}$  is a random disturbance term.

The key variable for this study is  $D_{st}$ , which denotes the program status of school  $s$  in year  $t$  (program status denotes both whether a student had a New Leader alumnus as a principal and the years of experience the New Leader principal had).<sup>2</sup>

Because the tests, institutions, and student characteristics differ so much across cities, the estimation is done on a city-by-city basis. For each city, the estimated standard errors on the effect sizes are adjusted for clustering at the school-year level. Aggregate estimates are generated by taking a weighted average of the city-level estimates, where the weights are based on the number of New Leader principals in a city, reflecting the fact that a city-level estimate with

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<sup>2</sup> RAND estimates Equation (1) where it is estimated treating  $\alpha_i$  as both a “fixed” and “random” effect. Although fixed- and random-effects models are valid under different statistical assumptions, so generating estimates from both statistical approaches is informative about the “robustness” of the findings. In practice RAND has found that both approaches yield similar estimates.



relatively few New Leader principals underlying it should be downweighted in the calculation of the aggregate effect.

Table 1 reports the number of program schools by district that are included in the student achievement analysis.

**Table 1: Counts of New Leaders APP Schools by City**

Principal Tenure	<u>K-8 Schools</u>						Total
	Baltimore	NYC	OUSD <sup>3</sup>	Chicago	DC	Memphis	
At least one year	18	33	17	40	33	19	160
At least two years	5	24	13	27	26	9	104
At least three years	0	15	6	14	10	2	47
At least four years	0	8	2	10	1	0	21
At least five years	0	1	0	2	0	0	3

**Internal Validity and External Generalizability in the RAND Evaluation:** RAND’s evaluation of the New Leader program uses quasi-experimental methods - an interrupted time-series design with a control group - that meet standards defined for establishing valid causal conclusions (i.e., the study exhibits high internal validity). The research is further characterized by moderately high external generalizability because though sample sizes are relatively small, it includes almost all New Leader alumni that have been placed as principals in K-8 schools, and these placements have been made in Oakland and other cities across the country and in many different types of schools, including both district and charters.

**Statistically Significant and Important Effects:** For four years in a row, preliminary results from RAND’s evaluation of the program showed that K-8 students in schools led by a New Leader alumnus for at least three years are academically outpacing their peers by statistically significant margins. These statistically significant differences are not likely to be attributable to

<sup>3</sup> Counts for OUSD include charter schools in Oakland for which RAND has student-level data, but exclude other charter schools. Due to small sample size, schools with three or more years of tenure in Chicago are pooled, and schools with two or more years of tenure in DC are pooled.



chance, since the results have been found over time, across district contexts, with small sample sizes, and within complex organizations where the impact of the leader is indirect, and where standard errors are small.

**Effect Sizes:** Table 2 shows RAND’s pooled effect size estimates of the coefficients on the New Leader status indicators along with estimated standard errors. In bold below the effect size is the implied effect on the percentile ranking - assuming that standardized test scores follow a normal distribution - of a student whose counterfactual test score would place them at the median of the test score distribution.<sup>4</sup>

**Table 2: Pooled Program Effect Estimates, Elementary and Middle School<sup>5</sup>**

	<u>Fixed-Effects</u>		<u>Random-Effects</u>	
	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>
New Leaders Impact in 1 <sup>st</sup> Year	-.0192** (.00494)	-.0295** (.00380)	-.0232** (.00696)	-.0335** (.00643)
	<b>-0.77</b>	<b>-1.18</b>	<b>-0.93</b>	<b>-1.34</b>
New Leaders Impact in 2 <sup>nd</sup> Year	.0160* (.00643)	.00464 (.00496)	.0243** (.00816)	.0125† (.00669)
	<b>0.64</b>	<b>0.19</b>	<b>0.97</b>	<b>0.50</b>
New Leaders Impact in 3 <sup>rd</sup> + Year	.0381** (.00720)	.0418** (.00539)	.0598** (.0130)	.0637** (.00841)
	<b>1.52</b>	<b>1.67</b>	<b>2.39</b>	<b>2.54</b>

For principals in their third year or beyond, the fixed-effects estimates imply an effect size of about 0.04 and the random-effects estimates suggest an effect size of about 0.06. These effects should be thought of as cumulative effects. In particular, the positive estimate for principals in

<sup>4</sup> In other words, the implied percentile ranking is given by  $\Phi(\hat{\rho})-0.5$ , where  $\Phi$  is the c.d.f. of a standard normal.

<sup>5</sup> Note: Standard error in parentheses. Effect on percentile ranking in bold. “\*\*\*”, “\*” and “†” indicate statistical significance at the 1%, 5%, and 10% significance level, respectively. 137 schools contributed to the 2008 overall estimate, and 105 schools contributed to the 2007 overall estimate. In 2008, there are 50 Year 1 schools, 45 Year 2 schools, 23 Year 3 schools, 17 Year 4 schools, and two Year 5 schools. 160 schools have at least one year of tenure, 104 schools have at least two years of tenure, 47 schools have at least three years of tenure, 21 schools have at least four years of tenure, and three schools have at least five years of tenure.





their third or higher year represent the total difference in average achievement that is realized after the program has been in place for three or more years, and does not represent the incremental program effect relative to the effect of a second-year principal. Because the fixed- and random-effects models both produce very similar estimates, the choice of modeling the student-level intercept does not appear to have an important effect on the qualitative or quantitative findings.

Though estimated effect sizes for 3+ principals of .04 and .06 may not seem especially large, it is important to note that these effects represent positive learning gains for students in the course of a short period of time. Moreover, they stem from the work of only one school leader, despite the fact that teachers maintain much greater direct contact with students. These estimates exceed those of the effects of other principal characteristics found in three recent studies: In New York City, a comparison of principals with five years of experience to new principals finds an effect size of about .04 for math and .03 for reading.<sup>6</sup> Estimates for Texas point to even smaller effects of about .025. Finally, a comparison of graduates of the NYC Leadership Academy with three or more years of experience to other 3+ principals finds an effect size of about .06 for reading, but a statistically insignificant -.03 in math - and without the additional research benefits of New Leaders' cross-context learning.<sup>7</sup> Note that since RAND's models control for the principal experience of all principals, the estimates do not reflect a pure experience effect, but rather suggest that New Leader principals with three or more years of experience are associated with larger achievement gains than would be realized in a school with similar observable characteristics, including principal experience.<sup>8</sup>

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<sup>6</sup> Clark et al. (2009).

<sup>7</sup> Corcoran et al. (2009).

<sup>8</sup> Note that some of the principal tenure data RAND has collected is incomplete or has some



The estimates for principals in their second year are positive, but smaller. The estimates for math suggest that achievement is about 0.02 standard deviations higher in schools led by a 2<sup>nd</sup> year New Leader principal compared than it would be in a non-program school. The estimates for reading are smaller and only marginally statistically significant in the random-effects model. For 1<sup>st</sup>-year New Leader principals, the results indicate there is a negative relationship between New Leader principals in their first year and student achievement.<sup>9</sup> Given this negative estimate for a 1<sup>st</sup>-year principal, the estimates suggest that New Leader principals may improve more than the year-3+ effect would suggest (although from a policymaker's perspective this improvement is less important than the absolute year-3+ effect). The cumulative effects capture both the effect of the principal acquiring more experience and students acquiring more years of exposure to the program principal. According to RAND, since students in, for instance, a Year 3 school will differ in how long they have been in a program school (because of mobility and because younger students will have entered the school more recently), these effects should be thought of as a weighted average of the effects for students with a given number of years of exposure to the program. Further, since New Leader principals have less experience than typical principals, this may reflect inadequate controls for principal experience rather than a true negative effect.<sup>10</sup>

**Magnitude and Importance in RAND's Study:** These results are consistent with New Leaders' theory of action, which stipulates that the full benefit of the training and program support is only realized after several years, by which time a principal will have had time to

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errors which could result in biased estimates.

<sup>9</sup> Ideally, this comparison would reflect a comparison to other first-year principals. To the extent that RAND's principal tenure data is complete and error free, it will be. However, as noted above, there are several problems with the principal tenure data RAND is using, so it may be that the negative effect in the first year may reflect a pure tenure effect.

<sup>10</sup> Some of the principal tenure data RAND has collected is incomplete or has some errors. This could result in biased estimates.



institute changes and reforms to a school. It is therefore important to note that these results are from an ongoing evaluation: they only include New Leader alumni who completed their Residency between 2001 and 2006.<sup>11</sup>

More recent cohorts will benefit from increased alignment between New Leaders and its district partners—in particular, through collaborative work to build stronger principal evaluation systems and management supports—as well as New Leaders’ commitment to ongoing program improvement based on the latest research in the field, annual updates from the RAND evaluation, and analyses of high-quality implementation data. New outside research and New Leaders’ development of the Urban Excellence Framework™ have driven program improvements such as the following, which are all incorporated in the proposed Thriving Leadership Project: i) an initiative focused on early identification and extended development of emerging leaders (the Emerging Leaders program), ii) a greater focus on project management competencies during the Aspiring Principal recruitment and selection process; iii) training coursework on human capital management and data-driven instruction; and iv) improved supports for early-tenure principals through the Principal Institute.

These efforts have yielded promising initial results: nationally, the percentage of 2+ New Leader principal-led K-8 schools making breakthrough gains<sup>12</sup> was 17% in 2009-10, compared to 10% for non-New Leader led-schools. Additionally, the percentage of New Leader-led schools

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<sup>11</sup> RAND re-estimated the models excluding New Leader alumni who had less than three years of experience by the 2008 school year to examine whether the differences in the estimates by year of experience reflects differences in the composition or principals contributing to the estimates rather than changes in the effect as principals acquire experience. The results suggest that it is principal experience and not cohort effects (i.e., that the early New Leader alumni were always associated with higher achievement, even in their early years) that are driving the patterns observed (see Working Paper).

<sup>12</sup> “Breakthrough” is defined as 20 or more points in the percentage of students who reach proficiency, or, in schools that have reached proficiency, gains of 20 or more points in the proportion of students scoring at advanced levels.



making breakthrough gains has been consistently higher than the district between 2008 and 2011, even as our community has increased in size. Locally, in Baltimore—a city with tight alignment between New Leaders and the district and where program staff have been early adopters of UEF™-based tools and program improvements—1<sup>st</sup>-year New Leader principals have increased their student achievement gains compared to the average gain of all schools in the district from -2.2 percentage points in 2006-07 to +6.2 percentage points in 2007-08 and +28.3 percentage points in 2008-09. Based on these early indicators, New Leaders expects that its ongoing district alignment and program improvement efforts will increase New Leaders' impact on student achievement within program schools and thus lead to increases in the magnitude of effect sizes during the School Leadership Program grant period.

**Magnitude and Importance in New Leaders' Analytics:** Supplementary prior research conducted by New Leaders sheds further light on the magnitude and importance of historical program impact and the future impact of the proposed project. This research is based on publicly available student achievement data. New Leaders' analysis has shown that in 2010-11, K-8 schools led by New Leader alumni made dramatic proficiency gains of 20 percentage points or more (across reading and math) at twice the rate of schools in New Leader partner districts--17% and 10%, respectively.<sup>13</sup> These breakthrough gains represent what is required to radically turn schools around and make a lasting impact on the trajectory of children's lives. Furthermore, New Leader principals are closing the achievement gap: Over the three years from 2006-07 to 2008-09, the high-poverty, high-minority schools led by New Leader alumni closed the proficiency gap with the average students in their states by 13 percentage points across math and reading. Where publicly available, subgroup data show that New Leader alumni have significantly

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<sup>13</sup> This calculation excludes NYC and Memphis due to testing changes in the 2009-10 school year complicate year-over-year comparisons.



increased student achievement for students who are of color, economically disadvantaged, or limited English-proficient, or who have disabilities, across all cities, over a 3-4 year period.<sup>14</sup> For example, from 2006-07 to 2010-11, New Leader-led schools in Oakland saw a reduction in the overall achievement gap for African American students of 17 percentage points, whereas the overall district achievement gap for African American students only went down 3 percentage points during the same time period.

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<sup>14</sup> One exception is for ELL students in Chicago, where the entire district experienced a significant decline in ELL proficiency during this time period. New York results are through 2008-09, reflecting the previously mentioned testing change.

## Aaron L. Townsend

3844 Glen Park Rd., Oakland CA 94602  
(510) 368-8253 aaron.l.townsend@gmail.com

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A-13

### EXPERIENCE

#### **Director, Strategic School Support, HRSS, OUSD, Oakland, CA, 2012-Present**

Direct talent management initiatives and functions within the School Support Team of Human Resources. Responsible for district systems related to staffing and employee retention, recognition, evaluation, and discipline.

Facilitate the Effective Teaching and Leadership Task Forces. Manage teacher and leader evaluation and support pilots in partnership with labor partners. Partner with New Leaders for New Schools and other organizations to establish a leadership pipeline.

#### **Coordinator, School Improvement Grants (SIG) Office, OUSD, Oakland, CA, 2011-2012**

Lead the transformation process for four 'Persistently Low Achieving' middle schools. Facilitated strategic planning and resource allocation process to support change efforts. Developed pilot teacher and leader evaluation systems. Established district structures for supporting the least quality schools including flexible staffing initiatives to support school transformation.

#### **Founding Principal, Coliseum College Prep Academy, OUSD, Oakland, CA, 2006-2011**

Transformed low achieving district middle school into a new, small secondary school. Improved API score by 100 points to the highest level ever on the campus. Increased the attendance rate and decreased suspension rates. Parent satisfaction has consistently been over 90%. First graduating class had the highest A-G completion rate in the district. Rated second highest 'quality' school by district school quality review process.

Founded innovative secondary school design that features: extended day programming; a rigorous instructional approach, and strong family partnerships. Established relationships with local and national foundations and organizations to provide nearly 1 million dollars of programming and resources: Atlantic Philanthropies, Eisenhower Foundation; Zellerbach Family Foundation, Scully Foundation, Rogers Family Foundation. Oversaw the development of a Family Resource Center, College and Career information Center, and school based health clinic.

Collaborated with district leadership to improve innovative district budgeting system: member of Results Based Budgeting Work Group and Reallocation Committee. Presented in Louisiana and Los Angeles about Oakland budgeting model. Participated in Quality Schools Development Group technical assistance team to develop quality standards for Oakland schools. Worked with district and charter school leaders in Oakland on the Early College Inquiry Team to produce a 'best practices' handbook.

Nominated as Mentor Principal by New Leaders for New Schools.

#### **Design Team Leader, New School Development Group, OUSD, Oakland, CA, 2005-2006**

Led the development of a new, small secondary school through a yearlong community engagement process. Engaged parents, students, and teachers to establish a 10 member design team. Facilitated team for a year to create a school proposal approved by the board for opening.

#### **Assistant Principal, Claremont Middle School, OUSD, Oakland, CA, 2005-2006**

Established a comprehensive services program at the site to provide students with mental health counseling and other services. Managed the after school program. Supervised the Special Education Department.

**Data Inquiry Coach, Department of Research and Assessment, OUSD, Oakland, CA, 2004-2005**

Coached eight schools in the district in building capacity to use data to inform instruction and school management. Collaborated with principals to assess school needs and develop action plans. Promoted the development of professional learning communities at each site. Trained staff in cycle of inquiry practices. Facilitated numerous professional development sessions. Organized a district-wide conference on sharing best practices in the use of data to close the achievement gap.

**Lead Teacher, Far West School, Oakland, CA, 2003-2004**

Facilitated the school planning process for a newly reconstituted small school. Assisted in the administration of middle school program. Developed the middle school instructional program and school master schedule. Lead a school inquiry group. Assisted in budget and site plan development.

**Social Studies Teacher, Far West School, Oakland, CA, 2002-2004**

Taught 3 sections of Social Studies to 90 6-8 graders. Implemented a project based curriculum and performance based assessments. Participated in the development of a school portfolio process and advisory system. Collaborated with California College of the Arts and Alternatives in Action.

**Project Consultant, Big Picture Company, Providence, RI, 2001-2002**

Advised on organization's program to launch 16 new public high schools nationally. Completed case studies of Oakland, CA and Brattleboro, VT sites.

**Service Learning Coordinator, Auburn School Department, Auburn, ME, 2000-2001**

Secured over \$30,000 for initiatives in the district. Consulted on curriculum for 4 projects by teachers within the district. Participated in Maine Department of Education local assessment project.

**Social Studies Teacher, Auburn Middle School, Auburn, ME, 1999-2001****English Teacher, United States Peace Corps, Karasu, Kazakhstan, 1996-1998****Teacher Outreach Program Director, United States Peace Corps, Karasu, Kazakhstan, 1996-1998****EDUCATION****Cal State East Bay, School Leadership Program, 2008-2009**

Earned Tier 2 administrative credential program.

**BayCES and CSU-Hayward, Leading for Equity, Achievement, and Democracy, 2003-2004**

Focused on equity issues, small school design, instructional leadership, and adult learning communities. Earned Tier 1 California administrative credential.

**Harvard Graduate School of Education, Master of Education in School Leadership, 2001-2002**

Concentrated in issues of school design and instructional leadership. Served as the Director of Harvard Experiential Educators Network. Presented at the National Student Research Council.

**National Outdoor Leadership School, Outdoor Educator, 2000**

Awarded highest rating as an expedition leader. Completed 28 day backpacking and rock climbing leadership course.

**Syracuse University, Bachelor of Arts in Policy Studies, 1992-1996**

Graduated Magna Cum Laude from Honors Program with a focus in Education Policy. Received the Chancellor's Award for Public Service.

**DAVINA KATZ GOLDWASSER**

9359 Skyline Blvd.  
Oakland, CA 94611

katzdavina@yahoo.com  
(415) 606-1900

**EDUCATION**

**Administrative Services Tier II Credential**, University of California, Irvine

**California Multiple Subject Teaching Credential**, California State University, Hayward

**B.A., Psychology**, University of Oregon

**PROFESSIONAL EXPERIENCE**

**Manager of Leadership Development, Oakland Unified School District** July 2012-Present

- Lead the OUSD Principal Mentor Program
- Partner with Human Resources and Associate Superintendents to design appropriate supports for new principals
- Lead the development and implementation of OUSD's Instructional Rounds classroom observation and feedback protocol and professional learning sessions for all K-12 school principals
- Facilitate regular professional learning space for Curriculum Coordinators, Managers, and Coaches to best serve Principals and teachers participating in one of the OUSD Common Core Readiness Inquiry Cohorts

**Leadership Specialist, Oakland Unified School District**, July 2011-June 2012

- Designed the first OUSD Principal Mentor Program serving 21 new school leaders
- Coordinated the OUSD Principal Performance Based Interview and Selection Process

**Transformational Leadership Coach, Oakland Unified School District** July 2007 – June 2011

- Built leadership capacity through coaching of site administrators and teacher leaders
- Coached principals in putting in place the systems and structures for leading high functioning results driven professional learning communities
- Provided support to school leaders on multiple strategies around the use of data to impact teacher practice
- Facilitated and coordinate professional development for principals through inquiry groups and instructional rounds
- Led principals and community based design teams through the OUSD school redesign and incubation process

**Dean of Students, High Tech High Bayshore, Redwood City** June 2006- June 2007

- Worked with the Director to manage all day to day operations of the school
- Mentored teachers by providing feedback, delivering model lessons, and curriculum planning support
- Planned professional development for teachers
- Recruited and managed service providers and partners to the school
- Counseled students and families on academic and social emotional issues and managed student discipline
- Chaired student support meetings and developed interventions for students
- Coordinated academic support for English Language Learner (ELD) students across the school
- Worked with the Director to develop and lead the school's leadership team



**Learning Team Leader, Teach For America, Fall 2003-2004**

- Provided small group and one on one support to first and second year Teach For America educators teaching in inner city Bay Area public schools

**Community Resource Director, Edison McNair Academy, East Palo Alto,**

August 1998-June 1999

- Worked with the Director to manage all day to day operations of the school
- Developed the parent education and parent volunteer program
- Established partnerships between community based organizations and the school
- Counseled students and families on academic and social emotional issues
- Developed and managed the school's community service program for students

**PUBLICATIONS**

**ASCD, *Educational Leadership***

**“Support Principals, Transform Schools”**

Elena Aguilar, Davina Goldwasser and Kristina Tank-Crestetto

**CONSULTING EXPERIENCE**

**Teacher Inquiry Consultant, National Equity Project, 2004- Present**

**Teacher Fellow and Teacher-Consultant, University of California Bay Area Writing Project, Summer 2003-Present**

**Teacher Researcher, University of California Literacy Consortium, Fall-Summer 2004-2005**

**TEACHING EXPERIENCE**

- **Educator, ASCEND School, Oakland, August 2002- June 2006**
- **Educator, James Lick Middle School, San Francisco, August 2000- June 2002**
- **Educator, Edison McNair Academy, East Palo Alto, August 1999- June 2000**

**TRAININGS**

- ACSA, Coaching Leaders To Attain Student Success (CLASS)
- West Ed, Academic Language & Literacy
- West Ed, Teach for Success

Anne C. Prozan  
4033 Maple Avenue  
Oakland, California 94602  
(510) 482-6233 [aprozan@hotmail.com](mailto:aprozan@hotmail.com)

A-17

*"Annie always works from the head and the heart, and always with her eyes on what's best for children."  
Sara Saldana, teacher leader San Francisco Unified*

### **HIGHLIGHT OF QUALIFICATIONS:**

- Supporting district and site leaders and leadership teams to develop and implement and monitor professional development plans that support district and site goals
- 11 years experience working as a literacy coordinator, School Improvement, and BTSA coach coaching teachers and administrators to refine practices leading to student and school success
- Certified California Early Literacy Learning Literacy (CELL) Coordinator
- 15 years experience planning, coordinating, and leading professional learning
- Building strong professional learning communities among adults
- Facilitating cycles of inquiry to determine and monitor SMARTe goals
- Leading data analysis and development of common formative assessments
- Developing organizational systems to ensure success of classroom, site, and district goals
- Facilitating principals and teacher leadership teams to build shared leadership at sites

### **EXPERIENCE**

#### **2006-present Instructional Services, Oakland Unified School District, California**

##### **Manager, Leadership Development, Transformational Leadership coach**

- Co-facilitated Leadership Task Force team of OUSD principals to create OUSD leadership framework, develop evaluation tools, and a critical friends group professional learning structure to support growth and development of principals
- Partner with departments across the district and with UAOS to coordinate principal support and learning with Leadership Task Force work
- Coordinate the development of a teacher leader structure to support the transition to the Common Core/ Next Generation Science Standards
- Coordinate the development of the district principal professional learning calendar
- Coach site leaders, school staffs, and leadership teams to develop, refine, monitor, and assess school wide academic and behavioral goals that lead to equitable results
- Support site and network leaders to design, implement, coordinate, monitor, and support differentiated professional development plans aligned to staff and student needs and district vision and mission
- Develop effective Instructional Leadership Teams, professional learning communities, and coordination of services teams to support school goals
- Coach site and network leaders to implement effective communication systems
- 90% coached sites made improvement of up to 63 points on API in one year. Three principals received district awards after coaching.

#### **2000-2005 Daniel Webster Elementary School, San Francisco, California**

##### **Instructional Reform Facilitator, CELL Literacy Coordinator, and teacher**

- Provided coaching, observation, and modeled demonstration ELA lessons and units
- Developed, coordinated, and led professional learning in all content areas
- Coordinated the implementation and analysis of school wide diagnostic, formative, and summative assessments
- Aligned school reform efforts as coordinator of the School Leadership Team.
- Facilitated grade level meetings using a results oriented "Cycle of Inquiry" format
- Created and implemented school wide peer observation structure
- Mentored new teachers for the Beginning Teacher Support and Assessment 2000-04 and coached three teachers to become national board certified teachers

- Chaired the Family Involvement committee and organized monthly parent workshops
- Second grade classroom ELA teacher
- Increased API results from 610 to 704, the API similar schools ranking from 2-2 to 4-7 and an increase of African American and Latino student performance by over 50%

- 1998-2000 San Francisco School Volunteers, San Francisco, California**  
**Program Director for Families as Readers and Literacy Volunteer Programs**
- Launched family literacy project, managed budget, hired and trained coordinators
  - Designed individualized program models for diverse SFUSD schools to implement weekly and monthly family literacy events;
  - Coordinated, led, and monitored city wide volunteer trainings.
  - Strengthened Literacy Volunteer Program by recruiting SFUSD teacher leaders to help redesign our literacy volunteer training, create a training video, and write the first *Literacy Volunteer Handbook*; increased workshop attendance by 120%;
  - Coordinated 1999 SFUSD Read Aloud Day, increasing volunteer readers by 30%
- 1993-97 Oxford Elementary School, Berkeley, California**  
**1<sup>st</sup> and 3<sup>rd</sup> Grade Teacher**
- 1988, 1991 Gonawapotera High School, Zimbabwe; The Lawrence School, Simla Hills, India**  
**International High School English and Health Teacher**

**EDUCATION**

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- 2010 Administrative Credential, Tier 1.** Currently working on Tier 2
- 2001 Literacy Coordinator Certificate**  
 California Early Literacy Learning Project (CELL), University of California, Riverside
- 1993 M.A., Education: Developmental Education & Multiple Subject Teaching Credential,** University of California, Berkeley  
 Master's Thesis: *Peer Conferences and Writing Development in an ELD classroom*  
 Cross Cultural Academic Development Authorization (CLAD)
- 1987 B.A., Psychology,** Child Development and Urban Education emphasis  
 University of California, Berkeley

**RECENT PROFESSIONAL DEVELOPMENT**

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**Literacy and Curriculum**

Academic Language and Literacy; Understanding By Design; California Association of Bilingual Educators Conference; Academic English Development and Culturally Relevant Teaching; Front Loading for Comprehension Support: AB466 & AB75 Training for Houghton Mifflin; Lindamood Phoneme Sequencing; The Four Square Writing Method; Creating Fluent Readers; Six Traits Writing; The Reading and Writing Project, Columbia Teacher's College; California Early Literacy conferences; AB466 Training for Harcourt Brace Math; California Math Association conference.

**Teacher and Leader Coaching / School Wide Reform**

Achievement Gap Conference; DaFour Professional Learning Community Conference; West Coast Effective Schools Conference; BAYCES Coaching for Educational Equity Institute; Coaching Leaders to Attain Student Excellence, (*Blended Coaching*); Coaching with an Equity Lens; Cycle of Inquiry with Partners in School Innovation; Cognitive Coaching, BSTA mentor training.

*References Available Upon Request*

**Hope Tollefsrud**

301 Chadbourne Way, Oakland, CA 94619

510-409-7080 (cell)

Email: [HTollefsrud@reachinst.org](mailto:HTollefsrud@reachinst.org)**Personal Strengths**

Innovative, Inclusive, Supportive, Collegial, Analytical, Systematic, Organized, Growth-oriented, Creative, Patient, Persistent, Compassionate.

**Summary of Qualifications**

Developing professional growth and support systems in pursuit of excellence in teacher-leadership, teaching and learning; extensive experience facilitating professional development and providing for direct coaching of teachers to implement best practices in their classrooms; vision and leadership skills; collaborates with colleagues towards reaching strategic goals. Strengths include creative problem solving and strategic thinking, building shared leadership and productive relationships, solid written and verbal communication skills, proficient facilitation and project management skills, ability to leverage data to identify and seek multiple solutions to problems.

**Professional Experience****Reach Institute for School Leadership, Incoming Executive Director (July 1, 2013)****Reach Institute for School Leadership, Instructional Leadership Academy Program Coordinator (3/1/11-7/1/13)**

Key accomplishment: Led the development of Reach's teacher-leadership pilot program through CTC accreditation and its first class of Masters' graduates.

Additional collaborative responsibilities included:

- Developing and piloting aspects of the Reach Teacher Incentive Fund (TIF) grant, as well as participating on the TIF Steering Committee and assisting schools in TIF implementation
- Ensured submission of the Reach BPPE application to operate as an IHE in CA
- Orchestration of WASC activities, with a goal of candidacy within two years
- Curriculum development, teaching and coaching
- Oversight of Leadership Partner Program contract with New Leaders
- Communication and partnership activities with consortium schools, NTC, CTC, OUSD, and other agencies
- Full engagement in all staff and faculty professional development activities

**Oakland Unified School District BTSA Induction Coordinator, New Teacher Support and Development (NTSD) Oakland BTSA Induction Program Management (7/03-3/11)**

Key Accomplishment: Led a team to create and build a district-wide infrastructure to cultivate the development of highly effective teachers, by focusing on building the capacity of the teacher leaders who support novice teachers. Our efforts supported new teachers through recruitment, induction, and development.

In service of this mission, I worked in partnerships with district and local Intern programs, partner agencies, central office, teachers and district leaders. Examples include:

- Co-chair of the Effective Teaching Task Force; collaborated to prepare agendas and co-lead inquiry teams
- Collaborated with OPTP to write the common standards for the district Special Ed Intern program
- Collaboration with Alliant led to their adoption of structures from the Oakland BTSA course of study
- Committee member of the district Instructional Leadership Team; collaborated to prepare agendas and co-lead inquiry teams
- Advisor to the Focal Student Initiative team
- Facilitator of the High School network Coaching study group.

In my primary role, I orchestrated and guided the design and development of Oakland's SB2042 Teacher Credentialing Program, including:

- Assuring support for teachers based on credential status, professional needs, the California Standards for the Teaching Profession, and Induction Standards aligned with district and site goals.

- Building partnerships and relationships with relevant external partners such as the Commission on Teacher Credentialing and the New Teacher Center.
- Creating, producing, coordinating, conducting, evaluating, improving and attending ongoing Professional Development and training.
- Counseling teachers and district staff regarding SB2042 requirements and licensing.
- Designing and providing all support and assessment activities for 150+ Coaches serving 270+ Participating Teachers at 100 OUSD schools, and at 15 partnering charter schools.
- Coordinating with district leads and principals, the regional BTSA Cluster, and various agencies and vendors within and outside the district to advance program goals.
- Providing field support and formative assessment coaching based on the New Teacher Center model, BayCES, cognitive coaching, and culturally responsive practices.
- Conducting cycles of program analysis and improvement based on data collection and review.
- Creating promotional strategies, materials and reports.
- Assisting in resource allocation strategies and budgets development.
- Developing, tracking, and overseeing maintenance of participant files in the NTSD FileMaker database.

### **Consulting Teacher/PAR (7/00-7/03)**

Supported teachers through Peer Assistance and Review, leveraging formative assessment protocols, with the goal of improving teaching quality and student learning

- Co-designed and launched the district's Peer Assistance and Review Program
- Provided ongoing operational functions associated with budgets, resource allocations, facilities, and collaboration across departments.
- Coached and supported over thirty individual teachers to improve their curriculum and instructional practices using proven formative assessment protocols, including observation and other substantive data collection, assessment of student work, goal-setting, planning, inquiry, and modeling lessons to facilitate growth through the use of the CSTP and CA Content Standards.
- Provided detailed, data-based reports to a joint committee of teachers and administrators for peer review and supervision.
- Provided in-service training, and staff development for district administrators and HR personnel.
- Collaborated on program review, planning, and implementing improvement strategies.

### **Site-Based para-administrator, Laurel School 4/97-7/00**

- Developed and coordinated State and Federal Programs for Student Achievement.
- Managed State and Federal Budgets of approx. \$170,000; received written commendation from the District Superintendent for successful fiscal management of these budgets.
- Facilitated and co-authored the school Program Quality Review plan.
- Coauthored and coordinated the staff and community process for an approved Schoolwide Project Plan.
- Conducted staff development planning and implementation.
- Served as the site Literacy Curriculum Coach; received district commendation for being among three of fifty schools demonstrating the greatest student growth through effective implementation of the district's newly adopted literacy program.
- Co-created and co-supervised a Structured Cross-Age Tutoring curriculum, which measurably improved student reading abilities and character development.
- Acted as Community-School Liaison:
  - Coordinated and Supervised the Volunteer Tutor/MillsCares Service Learning Program.
  - Served as District Arts Liaison Year-One Cohort representative.
  - Developed and coordinated State and Federal Programs for students including comprehensive dance, theater, and visual arts program in collaboration with Destiny Arts, MOCHA, StageBridge, Oakland Parks and Rec, and other community agencies.
  - Shared leadership with the Neighborhood Crime Prevention Council (NCPC) to create, coordinate, and supervise programs for students in partnership with the Friends of Laurel, the Volunteer Tutor/MillsCares Service Learning Program, Sports-for-Kids, and GirlsInc.

- Created and instructed a Visual Arts curriculum, grades 1-5.
- Organized and facilitated new teacher support at site.
- Coordinated site and state testing programs.
- Coordinated site curriculum and textbook pilot programs and adoptions.
- Directed acquisition and distribution of materials and textbooks.

**Art Teacher (intermittently between 9/84- 7/00)**

- Created and produced successful Art Programs at all grades K-12
- Created and implemented a Visual Arts Curriculum based on district, state and national standards.
- Contributed to and provided editing for the Ewald Foundation's S.F. Arts Guide, *Ms. Ewald Presents*.

**Classroom Teacher (intermittently between 4/91-4/97)**

- Taught grade levels 1st through 4<sup>th</sup>, including combination classes.
- Integrated curriculum based on CA content and performance standards.
- Organized the program to meet individual needs through effective assessment and instructional skills.
- Received consistently high evaluations from supervisors and peers.
  - Data analysis showed increased achievement for my students.
- Served on school leadership committees and projects.
- Served as a Master Teacher for student teachers, and as a district Mentor for new teachers.
- Assisted in the creation of the *CA State Environmental Education Guide* series.

**Consultant San Carlos Charter Learning Center (4/93-8/93)**

- Assisted in creating school operating procedures, acquiring grant money, designing curriculum, and in all aspects of launching the school.
  - Collaborated with teams of parents and staff to implement the vision of the first charter granted in the state of California.

## Education

**Reach Institute for School Leadership**

M.Ed. in Instructional Leadership

**UC Irvine**

Clear Administrative Services Credential.

**Cal State Hayward**

Tier 1 Administrative Services Credential.  
 Clear Multiple Subjects Teaching Credential.  
 Clear Single Subject-Art, Teaching Credential.  
 CLAD Teaching Credential.

**Rhode Island School of Design**

**Brown University**

BFA: Majored in Printmaking; Minored in Semiotics and Theater (1977-81)

### Volunteer and Special Interests Highlights:

- **Sustainable Architecture**  
 Designed and renovated two homes, one of which is a resource-efficient home that was featured on the 2006 Build-It-Green Homes Tour.
- **Encaustic Painting**

Included in numerous shows and in private collections.

- **Adventure Ropes (Challenge) Course Leadership volunteer work**
  - Team Leader:
    - trained new members.
    - supervised and provided feedback to Facilitators.
    - participated with club administration and various operations committees.
  - Facilitator:
    - led groups through the course to encourage teamwork, appropriate risk taking, group problem solving, and self-reflection from participants
- ***Association of Children's Services Preschool* parent participation volunteer work**
  - Production of monthly newsletter.
  - Annual brochure illustration and graphics.
- ***Joaquin Miller Elementary School* parent participation volunteer work**
  - Served on the annual school auction committee.
  - Chaired the after-school enrichment program committee.
- **ETS (Educational Testing Services):** honorarium for test scoring
- **CLAS (California Learning and Assessment System):** honorarium for test scoring
- **BASRC (Bay Area School Reform Collaborative):** organized school participation and served on district-wide portfolio scoring committee



Jessica R. Evans  
810 Calmar Avenue  
Oakland CA 94610  
(510) 390-1238

A-24

[jessica\\_evans67@hotmail.com](mailto:jessica_evans67@hotmail.com)

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## EDUCATION

- 9/95-6/01 **Doctorate in Education and Masters in Education in Administration, Planning and Social Policy, Harvard University, Graduate School of Education, Cambridge, MA.** Dissertation topic: impact of teachers collaboratively analyzing student work. Dissertation advisor: Richard Elmore. Administrative Services Credential (transferred to California in 2001)
- 9/90-8/91 **Masters in Education and Single Subject Social Sciences Credential, UCLA, Los Angeles, CA.**
- 9/85-6/89 **Bachelor of Arts in Political Science, Stanford University, Stanford, CA.** Focus on education and poverty policy.

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## WORK EXPERIENCE

- 8/1/2013- **Incoming Instructional Leadership Academy Coordinator, Reach Institute for School Leadership, Oakland, CA.**
- 7/05- 7/1/13 **Chief Academic Officer, Education for Change, Oakland, CA.** Oversee alignment of curriculum and instruction at six schools . Develop, coordinate, and facilitate professional development for administrators, coaches and teachers. Develop and support teacher leadership pipeline. Develop and refine instructional autonomy for accountability system. Coordinate BTSA induction program. Oversaw Reading First grant and reporting, including internal evaluation. Interim CEO for 6 months.
- 7/03-6/05 **Director of Elementary Education and Interim Executive Officer of Instructional Services, Oakland Unified School District, Oakland, CA.** Supervised all elementary curricular areas and professional development activities. Coordinated implementation of elementary grants including Reading First, Migrant Education, and portions of NSF grant. Supervised Elementary Education staff and New Small Schools Principals. Managed budgets of approximately \$6 million. Oversaw redesign of the Instructional Services division as member of the Oakland Unified central office redesign team.
- 8/01-6/03 **Principal of La Escuelita Elementary School, Oakland Unified School District, Oakland, CA.** Led educational, instructional, professional development, budgetary, discipline, parent and community involvement activities for a small, multicultural (67%

Latino, 21% Asian, 9% African American, 1% Pacific Islander, 81% English Language Learner) K-5 school . Saw achievement gains of over 100 API points over two years. **A-25**

- 2/98- 5/01**     **Research Associate, Education Matters Inc, Cambridge, MA.** Assisted in conducting qualitative evaluations of the Boston Plan for Excellence/ Boston Public Schools' reform efforts and the Edna McConnell Clark's reform grant in San Diego middle schools.
- 8/91-6/95**     **Sixth Grade and Seventh Grade Teacher, Lennox Middle School, Lennox, CA.** Taught Reading/Language Arts, Social Studies and Science to middle school students. Taught in both English and Spanish. Supervised UCLA student teachers in my classroom.
- 7/89-6/90**     **Milieu Activities Therapist, Las Lomas Center, Eastfield Ming Quong, San Jose, CA.** Worked on a therapeutic team in a day treatment program for SED students.
- 3/87- 4/88**     **Director of East Palo Alto Stanford Summer Academy, Stanford, CA.** Coordinated summer enrichment program for middle school students as well as year-long follow-up program. Wrote grant applications and funding reports.

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**ADDITIONAL INFORMATION:**

**Lecturer on Reading Methods, taught credential course for secondary teachers at UCLA (1994-1995) and for elementary teachers at Holy Names University (2010)**

**Teaching Fellow for Policy, Policymaking, and Political Action and Systemic School Reform Harvard Graduate School of Education. Professors Richard Elmore and Paul Reville**

**Research Assistant for the Pew Charitable Trust's Forum on Standards Based Reform, Harvard Graduate School of Education.**

**Presenter at Reading First Summit, New Schools Venture Community of Practice, Broad Charter School Residents Selection Day**

**ACSA 10 day Principal's Institute participant, 2002**

**Student Teacher Supervisor, Harvard Graduate School of Education**

**Speak Italian fluently and conversational Spanish**

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**REFERENCES:**

**Richard Elmore, Harvard Graduate School of Education, Dissertation Advisor, (617) 496-4814**

**Paul Reville, Harvard Graduate School of Education, former Secretary of Education for Massachusetts, (617) 496-4823**

**Louise Waters**, CEO Leadership Public Schools, former Associate Superintendent in Oakland Unified School District, (415) 305-1351

**A-26**

**Additional references available upon request.**

**EDUCATOR**

400 Perkins Street, Apartment 607, Oakland, CA 94610  
(510) 333-5413 • lrobell@gmail.com

**EDUCATION**

- New Leaders for New Schools **June 2007**  
Clear Administrative Credential
- Stanford University, Stanford CA **June 1999**  
Masters in Education, California Single Subject Professional Clear Credential in English, and CLAD Credential
- Duke University, Durham, NC **May 1996**  
Bachelor of Arts in English and Religion
- University of Melbourne, Melbourne, Australia **July-November 1994**  
Study abroad with a focus in cultural studies and religion

**EDUCATOR EXPERIENCE**

**New Leaders**

**Managing Director of Programs, Bay Area**

**June 2012- Present**

New Leaders is a national urban principal preparation program. Managed all programs in the Bay Area including the Emerging Leaders Program, Aspiring Principals Program and Principal Institute. Recruited and trained teacher leaders and principals and supported new principals. Contributed to and implemented national program content and developed local content. Managed relationships with partner districts and charter management organizations.

**Elmhurst Community Prep, Oakland Unified School District**  
**Principal**

**July 2009-June 2012**

**Assistant Principal**

**August 2006-July 2009**

Opened a new, small, district middle school in 2006-07; planned and executed weekly professional development and retreats for staff; observed, coached and evaluated teachers; cultivated student culture and managed discipline; developed advisory program; managed classified and consultant staff and community partnership relationships; managed school budget, including multiple grants; managed all aspects of the daily functioning of the school as well as strategic and long-term planning.

**San Lorenzo Unified School District**

**Literacy Teacher on Special Assignment, High School**

**August 2005-June 2006**

Worked district-wide, primarily at the high school level, to thoughtfully develop a process to implement State recommendations because of the district's status as Program Improvement. Included designing structures to build an inclusive process to make decisions about core curriculum, instructional time, intervention for low-performing students, and other aspects of how to create stronger structures at school sites to support academic achievement for all students.

**San Lorenzo High School English Teacher**

**August 1999-June 2005**

Taught Literature and Composition (9), World Literature (10), Honors American Literature (11), and Journalism (10-12). Explored themes of moral decision-making and individual responsibility in a global society through the analysis of college preparatory texts. Emphasized writing as a process and the development of metacognitive reading strategies. Taught the Socratic method as a critical thinking tool to enhance oral communication and writing development. In journalism, produced the school newspaper while focusing on the reading and writing of expository texts and political analysis of current events.

**San Lorenzo High English Department Chairperson**

May 2003- June 2005

Hired and mentored new teachers; created the master schedule; planned and facilitated monthly department meetings; implemented standards-based instruction; planned department summer literacy institutes; aided in curriculum development; oversaw grants; coordinated student teachers; articulated with feeder schools and universities; and served on school-wide leadership committees.

**San Lorenzo High Team Captain, 10<sup>th</sup> grade English**

January 2000- June 2005

Mentored a team of up to six teachers of tenth grade English in planning and curriculum development. Planned and facilitated meetings, organized units, and supported new teachers.

**Stanford University Instructor**

Winter 2005, Winter 2006

Instructor for *Teaching in Heterogeneous Classrooms* to Stanford Teacher Education Program credential and masters students. The class focused on the theory and practice of Complex Instruction as a tool to attain equity for all learners in a classroom.

**Educational Consultant, Oakland Military Institute**

August 2005-June 2006

Coached and supported teachers to implement groupwork and other pedagogical techniques that actively engage students in their own learning. Planned and facilitated staff development days, observed teachers and debriefed lessons, collaborated with teachers to create curriculum, and provided other support as needed.

**School-wide Projects at San Lorenzo High School*****SLz Design Studio Leadership Team***

April 2005

Designed, planned, and facilitated a three-day conference through which forty visitors from schools around California visited San Lorenzo High. Envisioned themes and structured ways to present work in those themes; organized and moderated panels; designed theme-based, content-rich schedule for conference participants.

***Literacy Coordinator***

August 2004- June 2005

Conceptualized, planned and facilitated staff development days and use of common planning time and supported on-site and external presenters; structured San Lorenzo's efforts to support students in becoming better readers across all content areas by creating opportunities for teachers to learn from each other; collected and evaluated standardized forms of assessment; provided curricular support for new teachers; facilitated discussions of how to integrate literacy skills into all four years of English; worked with the librarian to foster a literacy-rich environment by planning and scheduling information literacy skills training for all ninth graders, developed a Self Selected Reading program for all ninth graders; maintained communication with feeder schools to build on middle school literacy skills.

***SLzUSD High School Restructuring***

September 2003- June 2005

Participated in a district committee that explored high school restructuring and identified guiding principles; attended a week-long conference hosted by the Stanford School of Business and the School of Education with the Superintendent and district high school principals to look at how to redesign schools; visited New York City small schools on the Stanford Redesign Network's small schools tour; co-authored a proposal for a small school.

***Complex Instruction Study Group Facilitator***

September 2001-June 2003

Facilitated a cross-disciplinary group of teachers from middle and high schools in practicing and implementing Complex Instruction, a pedagogical tool that supports teachers in using groups in heterogeneous classrooms. Researched, planned, and facilitated meetings.

***Cooperating Teacher***

August 2001- June 2005

Worked as a cooperating teacher with student teachers from Stanford University and Mills College, providing mentorship and support in curriculum design, classroom management and all aspects of teaching. Performed regular observations and debriefings to help student teachers capitalize on their strengths and build on their successes to become reflective professionals.

**CHARLEEN CALVERT**

2608 Grant Street    Berkeley, CA 94703    510.847.4248    ccalvertnewleaders.org

**EXPERIENCE**

2006 - present	Director	Aspiring Principals Program, New Leaders
2004 - 2006	Assistant Director	Pupil Personnel Services Fremont Unified School District
1999 -2004	Principal	Westlake Middle School, Oakland Unified School District
1996 - 1999	Vice Principal	Berkeley High School, Berkeley Unified School District
1992 - 1996	Counseling Coordinator	Berkeley High School, Berkeley Unified School District
1990 - 1992	Counselor/Teacher	Merritt College, Peralta Community College District
1979 - 1992	Head Counselor	Skyline High, Oakland Unified School District
1969 - 1978	Teacher	Various Sites, Oakland Unified School District

**PROFESSIONAL SKILLS****Management and Organization/Administrative****Immediate Past**

- ♦ Working knowledge of Board Policies, Educational Codes and laws relating to pupil services
- ♦ Chairperson of Expulsion Hearings, full panel and waiver hearings
- ♦ Supervisor of Child Welfare and Attendance officers
- ♦ Instrumental in the revision and implementation of District Medication Policy
- ♦ Two year leadership of School Counselors with implementation of National Counseling Standards and the beginning of use of data to evaluate and drive practice
- ♦ Two year leadership of the School Nurses with implementation of medication policy including the injection of insulin during the school day
- ♦ Administrative liaison in representing the District's interests in a Class Action Suit filed in behalf of diabetic students
- ♦ Supervisor for the Inter-District, Intra-District, and general enrollment processes for FUSD
- ♦ Leadership in the PPS initiatives to serve homeless students and students in foster care
- ♦ District representative in the monthly meetings and the weekly briefings with the Fremont Police Department and the School Resource Officers
- ♦ Reviewer of annual School Site Safety Plans in coordination with Facilities for each school site
- ♦ Effective supporter of school site administrators on issues relating to Pupil Services
- ♦ Positive rapport with parents on issues relating to Pupil Services

**Previous**

- ♦ Effectively run an urban public middle school of 700 students and 70 employees
- ♦ Manage a Site Based Budget for a school site
- ♦ Institute School Reform that resulted in a gain of 144 points on the API in four years
- ♦ Design the master program for both middle and high school
- ♦ Evaluate student conduct and implement appropriate disciplinary action
- ♦ Recruit, interview, and recommend new certificated and classified hires
- ♦ Develop and write school improvement grants and programs
- ♦ Evaluate administrators, teachers, counselors and classified personnel

**SPECIAL SKILLS**

School Reform Coach for Principals  
Sign Language Proficiency  
Knowledge of School Computer Systems  
Expert at Master Program Design  
Effective Budget Manager

**EDUCATION**

Master of Science:	Counseling, California State University, Hayward
Credential Program:	University of California, Berkeley
Bachelor of Arts:	History, Humanities, University of California, Santa Barbara
Associate of Arts:	College of San Mateo, San Mateo

**CREDENTIALS**

Designated Services:	Administration
Designated Services:	Pupil Personnel
Community College:	Counseling
Community College:	Psychology
Secondary Teaching Credential:	History, Humanities

**REFERENCES**

Available Upon Request

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**Highlights of Qualifications:**

- Created and implemented strategic vision and organizational design for high functioning educational institutions
- Managed the design and implementation of professional development for all staff members, differentiated by individual need
- Coached and developed teachers, principals, operations staff, and student service providers
- Led and managed a team of 28 staff members to drive student achievement, and reach school goals
- Achieved consistent student results in top 10% of schools in California with similar demographics
- Rated among the top performing schools in the entire KIPP Network on teacher, staff, parent and student satisfaction on annual national survey

**WORK EXPERIENCE**

**New Leaders**

July 2012 – present

**Emerging Leaders Program Director**

Recruited and trained a group of teacher leaders who are interested in becoming site leaders in the first step of the New Leaders program continuum. Led regular professional development that focused on building their skills in data driven instruction, facilitative leadership, personal leadership, and coaching. Assessed demonstrations of work to determine eligibility for Aspiring Principals Program.

**KIPP San Francisco Bay Academy  
Founder and Principal**

June 2003 – June 2012

Founded and led the daily operations of KIPP San Francisco Bay Academy, a California Distinguished charter school serving 355 students in grades 5-8. KIPP San Francisco Bay Academy consistently ranks in the top 30% (8-10 ranking on the California API) as compared to all schools in California, and the top 10% of schools with similar demographics (10 ranking on the API).

***Direction Setting***

- Developed the vision for a rigorous, college preparatory institution for students in grades 5-8
- Created and managed a high functioning Board of Directors
- Assessed strengths and areas of growth constantly, and created collaborative goals for improvement
- Worked with district personnel on issues related to facilities, public funding, and sharing of best practices
- Collaborated with the Principals of other KIPP Bay Area Schools and the Central KIPP Office (Regional Support Office) to help set direction and improve practices across the region
- Served as a leader in the KBAS Principal's Community of Practice, and worked on high stakes initiatives with the ED and CAO at the RSO
- Managed the communication and involvement with community organizations, and the neighborhood community
- Initiated and maintained communication between parents, students, teachers, the San Francisco Unified School District, the school community, and the Western Addition neighborhood

***Leadership, Management, and Operations***

- Developed and managed an annual school budget of approximately \$3,200,000
- Recruited, hired, and managed 28 staff members annually: instructional, administrative, and operations staff
- Led and managed a dynamic leadership team consisting of an Assistant Principal, Director of School Operations, Instructional Coach, and a Director of High School Preparation and Placement
- Organized and led the Parent Teacher Organization
- Recruited students and managed a public lottery from the waiting lists
- Managed admissions, enrollment, and school tours for interested families and potential donors
- Oversaw the management of all vendors, and providers (YMCA counselors and after school providers, volunteers, student teachers)



***Teaching and Learning***

- Led the development of an innovative, effective instructional program based on the California Content Standards
- Managed all professional development opportunities and experiences for staff
- Oversaw or provided feedback to all staff both informally (one-on-ones) and formally (evaluations)
- Oversaw the management of leaders of Communities of Practice on campus (Grade Level Chairs, SST Chairs, and Department Chairs)

**Education Partners, San Francisco, CA**

1996-2001

**Founding Director of Training and Implementation**

- Created the vision for the training and implementation portion of a start-up organization
- Served on the Management Team of the organization
- Hired and managed 26 staff members who worked with over 150 under-performing schools nationally
- Developed the design of all training, staff development, and implementation materials and processes for contracted schools
- Designed processes to inspire and direct administrators to embrace the implementation, and provided skills and guidance on how to lead staff through change management

**Johns Hopkins University, Baltimore, MD**

1994-1996

**Consultant for Success for All, a school-wide reform model**

- Trained staff at contracted schools to effectively implement the Success for All model
- Created and provided various professional development workshops including: using Success for All with English Language Learners, involving families in the reading growth of their students, increasing writing in the reading classroom, among other topics
- Developed relationships with the staff and administration of 25 schools, and provided critical feedback in order to improve student achievement

**Baltimore City Public Schools, Baltimore, MD**

1990-1994

**Teacher and Reading Specialist for the District Office**

- Taught grades 3, 4, and 5 at Abbottston Elementary School
- Served as Grade Level Chair and Chair of the Innovation Committee
- Chosen as the Teacher of the Year for the school
- Worked closely with 4 under-performing schools to implement the Success for All model as a Reading Specialist in the district

**EDUCATION**

Millersville University  
Bachelor's of Arts Degree

May, 1990

Haas School of Business  
KIPP Leadership Program

July 2002 – June 2003

## Hatchuel Tabernik & Associates Inc

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### Danielle Toussaint, PhD

#### Director of Research and Evaluation

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Dr. Toussaint has 15 years of experience in research, evaluation, and consulting, including key roles on cross-site, multi-year federally funded projects with experimental, quasi-experimental, or cross-sectional designs. She has broad content knowledge in community and behavioral health, alcohol/tobacco/drug prevention and treatment, co-occurring mental health disorders, adolescent risk-taking behavior, youth development, after school programming, race/ethnicity, homelessness, and statistics. Prior to HTA, Dr. Toussaint worked as a researcher and statistician for a state-level Department of Vital Statistics, a state-level Office of Court Administration, and a statewide substance abuse research group. She has also conducted research in Brazil and Argentina. She brings a sophisticated understanding of evaluation methods and statistical procedures to her work at HTA. She speaks fluent Portuguese.

#### Selected Project Experience

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##### Lead Evaluator

OUSD Investing in Innovation (i3) Evaluation, for the Oakland Unified School District, Oakland, CA

ED Smaller Learning Communities program, for the San Lorenzo Unified School District, San Lorenzo, CA

California Volunteers: Literacy After-School AmeriCorps program, for Girls Inc. of Alameda County, San Leandro, CA

Contra Costa Future Fund: Project Advancing Child Care Education and Student Success (ACCESS), for Contra Costa County Department of Conservation and Development, Richmond, CA

Contra Costa Future Fund: Women's Initiative for Self Employment Evaluation, for Contra Costa County Department of Conservation and Development

ED Partnerships in Character Education: Project Heart, Head, Hands (H3), for the Alameda County Office of Education, Hayward, CA

#### Professional Experience

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Director of Research and Evaluation, Hatchuel Tabernik & Associates, Berkeley, CA

Statistician, Colorado Social Research Associates, Denver, CO

Research Project Manager, Texas Office of Court Administration, Austin, TX

Research Specialist, Texas Department of Health, Austin, TX

Research Assistant, University of Texas, Sociology Department, Austin, TX

Research Analyst, City of Austin Water and Wastewater Utilities, Austin, TX

#### Selected Publications

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Toussaint, Danielle W., Maria Villagranas, Hugo Mora-Torres, and Mario de Leon. 2011. "Personal Stories: Voices of Latino Youth Health Advocates in a Diabetes Prevention Initiative," *Progress in Community Health Partnerships: Research Education and Action* Fall 2011, Vol 5, no 3: 313-316.

- Brady, Loretta, Lisa Najavits, Danielle W. Toussaint, Diane Bonavota, and Bonita Veysey. 2010. "Does Criminal Involvement Matter? A Study of Women with Co-Occurring Disorders in a Multi-site National Trial," *Mental Health and Substance Use*, Vol 3, Issue 3: 193-202.
- Toussaint, Danielle W., Meredith Silverstein, Nancy VanDeMark, Erik Stone. 2009. "Exploring Factors Related to Resistance to Tobacco Cessation for Clients in Substance Abuse Treatment," *The Journal of Drug Issues*, Vol 39, no 2: 277-292.
- Toussaint, Danielle W., Nancy VanDeMark, Angela Bornemann, and Carla J. Graeber. 2007. "Modifications to the Trauma Recovery and Empowerment Model (TREM) for Substance-Abusing Women with Histories of Violence: Outcomes and Lessons Learned at a Colorado Substance Abuse Treatment Center," *Journal of Community Psychology*, Vol 35, no 7: 879-894.
- Toussaint, Danielle W. and Robert A. Hummer. 1999. "Differential Mortality Risks from Violent Causes for Foreign- and Native-Born Residents of the United States," *Population Research and Policy Review*, December: 1-14.

## Selected Presentations

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- Toussaint, Danielle W. (2012, October). *An evaluation of an early childhood education job training/placement program for immigrants in a low-income community*. Paper presented at the meeting of the American Evaluation Association conference, Minneapolis, MN.

## Education

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Doctor of Philosophy, Sociology with an emphasis in Criminology, University of Texas at Austin

Master of Arts, Sociology with emphasis in Demography, University of Texas at Austin

Bachelor of Arts, Sociology with minors in Mathematics and Chemistry, University of Texas at Austin

## Professional and Community Affiliations

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Member, American Evaluation Association.

Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	



## OAKLAND UNIFIED SCHOOL DISTRICT

### Position Description

<b>TITLE:</b>	<b>School Leadership Program-Project Coordinator</b>	<b>REPORTS TO:</b>	<b>As Assigned</b>
<b>DEPARTMENT:</b>	<b>Human Resources Services</b>	<b>CLASSIFICATION:</b>	<b>Classified Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>261 days/7.5 hours</b>
<b>ISSUED:</b>	<b>Anticipated October 2013</b>	<b>SALARY GRADE:</b>	<b>CFCA 19</b>

**BASIC FUNCTION:** Oversee the day to day implementation of the Thriving Leadership for Full Service Community Schools project. Lead the recruitment of potential leaders through our Principal Pathway programs. Support mentees throughout the program to insure participants are prepared for successful starts as OUSD Principals.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements).

#### ESSENTIAL FUNCTIONS

Lead the engagement and outreach strategies to identify high capacity future principals and support their matriculation in the Principal Pathways.

Assist in the coordination and implementation of the annual Leadership Induction Institute.

Support mentees in Mentorship program to ensure candidates are making a successful transition to their principalship. Elicit feedback from mentees on their experience in the program to improve program quality.

Conduct case management calls with mentees on a monthly basis.

Manage the day to day operations of the Thriving Leadership project and ensure all project elements are implemented in as designed and according to proposed timelines.

Communicate with project partners consistently to insure project elements are delivered on time and with high quality.

Collaborate with grant evaluator to complete all required federal reporting and grant management activities.

Take part in trainings for credentialing, recruiting and other services provided by HRSS.

Perform related duties as assigned.

#### MINIMUM QUALIFICATIONS:

**TRAINING, EDUCATION AND EXPERIENCE:**

A Bachelor's degree from an accredited college or university and 3-5 years of prior experience in human resources or school site administration.

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school District preferred

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License

Employment eligibility will include fingerprints, Tuberculosis and/or other employment clearance

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

Strategic direction of the District

Applicable federal, state, and District codes, regulations, policies and procedures

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Various District bargaining unit contracts related to employee evaluation

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Planning, organization and coordination needed for assigned program

Effective strategies, theories, techniques, and methods of professional development and leadership development

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Design, develop and implement broad strategic initiatives and work plans

Explain complex problems and solutions in clear, concise and compelling ways

Facilitate discussion and learning activities towards a clear end

Interpret District collective bargaining contract language

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices  
Serve as resource to District administrators and facilitate communication throughout the District  
Set goals, work independently and drive results  
Produce high quality work, including strong attention to detail  
Manage multiple assignments, priorities, and projects in a demanding environment  
Solve complex problems and think boldly to maximize new opportunities using a data-driven approach  
Adapt to feedback and focused on continuous improvement  
Communicate effectively in English orally and in writing  
Finish work on timely basis  
Prioritize work across responsibilities (staffing, recruiting, credential checking)  
Communicate effectively with sites  
Learn new software applications and assist sites in using Human Resources tools  
Work as an integral member of a team  
Operate personal computer, related software, and other office equipment

**WORKING CONDITIONS:****ENVIRONMENT:**

Office environment; driving a vehicle to conduct work; rapid-paced work, constant interruptions

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects.

**NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

## Director, Principals Institute

### **Job responsibilities include but are not limited to:**

New Leaders' Bay Area Program Team seeks a Director of its Principal Institute Program (PI). The Director will play a pivotal role in the design and implement all aspects of PI, serving New Leaders' principals. PI has helped to create networks of support for New Leaders Newark to utilize their collective experiences and expertise to foster continued school improvement. Through in-person seminars and inter-visitations between participants' schools, and constructive feedback from the Director and from peers, PI participants will strengthen their leadership skills and hone their ability to diagnose and then to take action to address select areas of improvement within their schools. Specifically, PI, a completed while participants are working in their schools, will focus on these topics, among others:

- Teacher effectiveness
- Stakeholder engagement
- Aligning school culture to mission and vision
- Operations and systems
- Data-driven instruction

### **Specific Responsibilities include but are not limited to:**

#### *Curriculum Design and Delivery*

- Collaborating with the New Leaders' National Program Team and Bay Area public school systems to adapt the nationally-developed curriculum to fit those local contexts
- Using the curriculum content to specifically assist the participants in addressing local and state accountability systems and metrics
- Facilitating monthly seminars for participants
- Delivering seminar curriculum
- When necessary, recruiting experts to deliver curriculum
- Assessing participants' performance on school-based leadership projects and delivering constructive feedback
- Tracking progress of all participants' fulfillment of the requirements of the program, their development, and the student achievement progress in involved schools

#### *Partner Relations*

- Developing and maintaining professional and productive relationships with PI participants to ensure program effectiveness
- Collaborating with principal managers and applicable central office administrators on the execution of the program and on communication about the progress of participants and the effectiveness of the overall program
- Overseeing the matriculation of PI participants

#### *Evaluation and Strategy*

- Serving as a thought partner to the Managing Director, strategizing about how to refine the PI design to fit partner needs and context, and meet program goals
- Evaluate the impact of PI participation on the student achievement performance in participants' schools

#### *General*

- Support the general goals of the Bay Area New Leaders' team in such areas as building community among New Leaders alumni

- Provide supports to other program strands including but not limited to; facilitating workshops, providing direct support to program participants, supporting the planning and delivery of other program directors

**Qualifications**

- Demonstrated success in facilitating adult learning, including building trust among adults and giving candid feedback to adults
- Significant school leadership experience and at least three years of leadership experience in an urban public school (experience as a principal strongly preferred)
- Demonstrated success delivering high-quality professional development
- Demonstrated strong written and oral communication skills
- Experience in facilitative leadership, coaching, and advising
- Strong project management and organizational skills with strong attention to detail
- Self-starter: able to initiate work and meet deadlines with minimum supervision
- Ability to work in a fast-paced environment and to produce high-quality work in a timely manner
- High tolerance for ambiguity
- Ability and willingness to engage in difficult conversations
- Strong content knowledge in: personal leadership, instructional leadership, and school culture leadership
- Familiarity with the Bay Area public school systems and/or general urban school district dynamics are a strong plus
- A commitment to ensuring high academic achievement for all children and to the mission of New Leaders



Re: Letter of Agreement for OUSD's Thriving Leadership Project

To Whom It May Concern:

We are writing this letter to establish the commitment of the Reach Institute for School Leadership to collaborate with Oakland Unified School District in its proposed Thriving Leadership Project.

The Reach Institute is a non-profit organization with a mission to improve student learning by developing exceptional teachers and instructional leaders. We carry out this mission through several teacher preparation programs as well as the Reach Instructional Leadership Academy, the Reach Teacher Incentive Fund Consortium, customized contracts with schools and educational agencies, coaching and other programs focused on school leadership.

The Reach Teacher and Leadership preparation programs employ six integrated and overlapping strategies in order to meet the needs of educators learning complex skills, on-the-job, in challenging circumstances: personalized professional development; job-embedded coaching; integration of knowledge and practice; communities of practice; reflection; and evidence-based evaluation. The Reach Institute is accredited by the California Commission on Teacher Credentialing to confer teacher and administrative credentials. Through our Instructional Leadership Academy, promising teacher leaders can earn the California Preliminary and/or California Clear Administrative Services Credentials.

Since 2004, the Reach Institute has been partnering with schools serving underserved communities, helping school leaders to improve student achievement. Over that time, we have helped schools achieve average gains on the California Academic Performance Index of 30 points (more than double the state average gain of 12 points) and average annual growth of 33%, far surpassing the state mandated growth targeted of 5%. Defying the "predictive power of demographics", 16 Reach partner schools have scored over 800 on the API, the measure for a "school of excellence." We currently serve more than 250 educators working in more than 50 schools in the Bay Area region.

The Reach Institute's work is closely aligned with the goals of OUSD's Thriving Leadership Project: to create a pipeline of effective school leaders; to continually improve existing school leaders' leadership skills, leading to improved teaching and learning; and institutionalize an effective model for school leadership development and retention. To support OUSD in achieving these goals, the Reach Institute agrees to work with OUSD as follows:

- Provide personnel to collaborate with OUSD staff to design the OUSD Principal Pathway Program for cohorts of teacher leaders and assistant principals.

- Implement the Reach Instructional Leadership Development Pathway in collaboration with OUSD, which will include two key components:
  - An Instructional Leadership Academy that reinvents instructional leadership certification for promising teacher leaders to earn their California Preliminary Administrative Services Credential within the context of their job in OUSD, and that also engages already credentialed assistant principals in preparation for positions as school principals. This intensive, year-long program will bring together communities of instructional leaders each year of the Thriving Leadership Project for applied learning and job-embedded coaching to foster their knowledge and skills.
  - Ongoing professional development for new and more veteran OUSD principals to enhance their capacity as school and instructional leaders, and to prepare and support promising leaders at their sites. This professional development program will combine formal training, outside and internal expertise, coaching, and learning as part of a professional learning community. It will incorporate and leverage OUSD's principal mentor program which matches experienced principals with novice principals and assistant principals to build the latter's skills and capacity as school leaders
- Coordinate with the New Leaders program strand of OUSD's Principal Pathway Program so that its participants can earn their California Preliminary Credential as they complete the New Leaders Aspiring Principals program.
- Collaborate with OUSD in developing assessments for participants in the Instructional Leadership Academy that are aligned with the key dimensions of leadership OUSD has identified as crucial for school leaders and by which they will be evaluated under OUSD's new principal evaluation system.
- Participate on the Thriving Leadership Project Steering Committee to help plan, monitor, and continually improve project services.
- Assist OUSD in collecting data for required reporting to the U.S. Department of Education and for our local evaluation of the Thriving Leadership Project
- Assist OUSD in identifying effective components of the Thriving Leadership Project in order to refine the program model and inform its dissemination and replication.
- Assist OUSD in seeking resources for the long-term sustainability of effective principal



pathway and ongoing professional development programs for school leaders.

For our role in this project, the Reach Institute agrees that it will receive \$123,000 per year in funding from OUSD, derived from the federal School Leadership Grant. We will allocate this funding for a faculty position dedicated to carrying out these agreements, related technology costs, and the cost of teaching materials and training supplies, consistent with the agreed budget narrative.

To support our work with OUSD and assist OUSD in meeting its school leadership goals, the Reach Institute will contribute between \$28,800 and \$30,811 (\$148,979 over the initial five years of the project) in in-kind resources to the Thriving Leadership Project each year, in the form of credentials processing, accreditation maintenance, workspace, materials, and program staff consultation and design.

It is our intention to maintain these commitments for the duration of the School Leadership Grant period, anticipated to be from 2013 to 2018.

Sincerely,

A handwritten signature in black ink that reads "Hope Vallefsrud". The signature is fluid and cursive.

*Hope Vallefsrud*

*Executive Director, Reach Institute for School Leadership  
1221 Preservation Park Way, Suite 100  
Oakland, CA 94612*

July 3, 2013

Aaron Townsend  
Director, Strategic School Support  
Human Resources Services and Support  
Oakland Unified School District

Re: Letter of Agreement for OUSD's Thriving Leadership for Full Service Community Schools Project

Dear Mr. Townsend

We are writing this letter to establish the commitment of New Leaders to collaborate with Oakland Unified School District in its proposed Thriving Leadership for Full Service Community Schools program.

Founded in 2000, New Leaders is a national non-profit organization with a mission to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. In our first decade, New Leaders trained almost 800 leaders, impacting nearly a quarter million students in high-need schools. According to a recent RAND study, students in New Leader-led schools consistently achieve at higher levels than their peers, have higher high school graduation rates, and are making progress in closing the achievement gap.

New Leaders' Bay Area program site was founded in 2001 through a joint effort with Aspire Public Schools. Since that time, we have prepared more than 80 educators to become transformational principals of high-need schools in the Bay Area. Thirty six of these New Leaders serve as school or district leaders in Oakland traditional and charter public schools. Today, New Leader principals lead 25% of OUSD's traditional schools and they have played a critical role in the district's status as the most improved urban school district in California over the past eight years. In 2012, New Leader principals led two of the three most improved elementary schools in OUSD, as well as the top two most improved traditional high schools in the district.

The urgent need for strong, capable school leaders drives our focus on Oakland, where OUSD typically has principal vacancies in up to one quarter of its schools. To scale our impact, we collaborated with OUSD in 2011 to develop and implement our new Emerging Leading Program, in addition to our ongoing Aspiring Principals program serving OUSD (and many other districts in the Bay Area and nationally).

New Leaders' mission and ongoing work with OUSD and other high-need school districts are closely aligned with the goals of OUSD's Thriving Leadership for Full Service Community Schools program: to create a pipeline of effective school leaders; to continually improve the leadership skills of existing school leaders, to improve teaching and learning; and to

institutionalize an effective model for school leadership development and retention. To support OUSD in achieving these goals, New Leaders agrees to work with OUSD as follows:

- Provide personnel to collaborate with OUSD staff to design the New Leaders component of the OUSD Principal Pathway Program for cohorts of teacher leaders.
- Implement the New Leaders programs in OUSD, which will include:
  - Our Emerging Leaders Program, designed to develop the leadership skills of promising teacher leaders, putting them on the pathway to principalship. This program focuses on four key leadership areas: adult, instructional, culture, and personal leadership, via a combination of rich professional development, practical applied learning, and guided reflection. Participants lead a team of teachers at their school through a data-driven instruction cycle, and work and reflect with a local facilitator to receive specific, actionable feedback on practice. We anticipate serving a cohort of 15-20 emerging leaders through this program each year.
  - Our Aspiring Principals Program, which will engage the highest-performing of those who complete the Emerging Leaders Program, as well as some highly qualified applicants from outside the district, for a year-long principal preparation program that includes an induction component, a summer institute, and a Residency with a mentor principal in OUSD, supported by coursework and coaching. We anticipate serving a cohort of 8-10 aspiring principals through this program each year.
  - Our Principals Institute, which provides substantial professional development and targeted, individualized support to early-career New Leaders in OUSD.
- Coordinate with the Reach Institute, another key partner in OUSD's Thriving Leadership for Full Service Community Schools Project, so participants of the New Leaders Aspiring Principals and Principals Institute program earn their California Preliminary and Clear Credentials.
- Collaborate with OUSD to develop and implement the Induction Boot Camp component of Thriving Leadership for Full Service Community Schools
- Collaborate with OUSD in developing assessments for participants in our programs that are aligned with the key dimensions of leadership OUSD has identified as crucial for school leaders and by which they will be evaluated under OUSD's new principal evaluation system.
- Participate on the Thriving Leadership for Full Service Community Schools Committee to help plan, monitor, and continually improve project services.

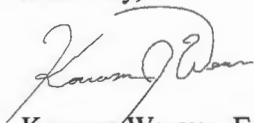
- Assist OUSD in collecting data for required reporting to the U.S. Department of Education and for our local evaluation of the Thriving Leadership for Full Service Community Schools.
- Assist OUSD in identifying effective components of the Thriving Leadership for Full Service Community Schools program in order to refine the program model and inform its dissemination and replication.
- Assist OUSD in seeking resources for the long-term sustainability of effective principal pathway and ongoing professional development programs for school leaders.

For our role in this project, New Leaders agrees that it will receive \$100,000 per year in funding from OUSD, derived from the federal School Leadership Grant. We will allocate this funding to support the training and individualized support that New Leaders program participants receive throughout. New Leaders will raise more than 90% of the funds needed (\$1.6 million annually) to train and support Emerging Leaders, Aspiring Principals, and new Principals for OUSD.

To support our work with OUSD and assist OUSD in meeting its school leadership goals, New Leaders will, at no cost to the district, secure funding to cover costs for training, research and development, content development, coaching, management, systems and operations, staff for Principal's Institute, Aspiring Principals Program, Emerging Leaders, travel to and from Summer Foundations, Boarding, school visits costs, Fall and Spring Foundations cost which include travel and board for participants, coursework at Boston University, credentialing costs for participants, and recruiting costs. These resources shall be expended on behalf of Thriving Leadership for Full Service Community Schools each year, and, other than the aforementioned \$100,000, shall not be encumbered upon the district in any way.

It is our intention to maintain these commitments for the duration of the School Leadership Grant period, anticipated to be from 2013 to 2018.

Sincerely,



Kareem Weaver, Executive Director  
New Leaders, Bay Area  
225 Bush Street, Suite 1850  
San Francisco, CA 94104



## Hatchuel Tabernik & Associates Inc

2560 Ninth Street, Suite 211 • Berkeley, CA 94710

p: 510.559.3193 • f: 510.559.3166

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July 3, 2013

Aaron Townsend

Director, Strategic School Support

Human Resources Services and Support

Oakland Unified School District

Re: Letter of Agreement for OUSD's Thriving Leadership for Full Service Community Schools Project

Dear Mr. Townsend:

We are writing this letter to establish the commitment of Hatchuel Tabernik & Associates to collaborate with Oakland Unified School District in its proposed Thriving Leadership for Full Service Community Schools Project.

Founded in 1997, HTA's mission is *to create a healthier, better educated, and more equitable society*. We accomplish our mission by supporting agencies, especially those working at the intersection of public and private systems, to improve the lives of children, families, and community. We have assembled an extraordinary team of professionals who are dedicated to the HTA mission and who consistently apply their expertise and experience as writers, planners, trainers and evaluators to develop and strengthen important community change initiatives.

HTA has extensive experience evaluating federally funded school improvement efforts in high-poverty urban school districts, including OUSD's current Investing in Innovations-funded program, the Hayward Promise Neighborhoods initiative, and several Department of Education Smaller Learning Community programs, among many others.

HTA's mission and our work as professional evaluators are aligned with OUSD's efforts to develop a cadre of effective school leaders who drive sustained improvements in teaching and learning, as a key strategy toward its overall priority of ensuring that all students graduate from high school prepared for college and career.

To support OUSD to achieve these goals, HTA agrees to serve as evaluator for the Thriving Leadership project, conducting the following tasks:

- Develop an evaluation work plan and data collection timeline for the project;
- Assist OUSD and its partners to modify surveys and focus groups from their existing leadership development programs so they are aligned with the research questions, goals and objectives of the Thriving Leadership Project;
- Conduct focus groups and key informant interviews to gather qualitative data on the

project.

- Conduct ongoing analysis of quantitative and qualitative data gathered for the project;
- Make periodic presentations to the Thriving Leadership Project Coordinator and Steering Committee based on data gathered documenting the project's implementation, participants, and outcomes;
- Assist OUSD with required compliance reporting to the grantor;
- Prepare mid-year and annual written reports on Thriving Leadership's implementation and evaluation, including year-end reports that include multiple quantitative and qualitative indicators that capture progress toward the project's goals and objectives, detail preliminary outcomes; include case studies of particular program participants and schools in order to illustrate program experiences, challenges, and successes for new and experienced OUSD principals; and present recommendations for program improvement.
- Assist OUSD and its partners in identifying effective components of Thriving Leadership to help the partnership refine the program model and inform its dissemination and replication.
- For our role in this project, HTA agrees that it will receive \$50,000 per year in funding from OUSD, derived from the federal School Leadership Program grant. We anticipate that our work on the project will include the following time allocations and costs, billed at \$75-\$125/hour depending on the task: Start up (20 hours, \$2,175); Literature review (6 hours, \$750); Evaluation planning (23 hours, \$2,725); Instrument design/production/refinement (26 hours, \$3,000); Data collection (28 hours, \$2,300); Data entry (33 hours, \$2,475); Data analysis: (36 hours, \$4,500); Developing reports (200 hours, \$21,575); Meetings (72 hours, \$9,000); Project Management (16 hours, \$1,500).

It is our intention to maintain these commitments for the duration of the School Leadership Program grant period, anticipated to be from 2013 to 2018.

Sincerely,



Tim Tabernik  
President



**Board of Directors**

**Michael Hanson**  
Board President  
Fresno Unified School  
District

**Janet L. Young, Ph. D**  
Clovis Unified School  
District

**Laura Schwalm, Ph. D**  
Garden Grove Unified  
School District

**Chris Steinhauser**  
Long Beach Unified  
School District

**John E. Deasy, Ph. D**  
Los Angeles Unified  
School District

**Gary Yee, Ph. D**  
Oakland Unified School  
District

**Jonathan Raymond**  
Sacramento City Unified  
School District

**Richard Carranza**  
San Francisco Unified  
School District

**Matt Navo**  
Sanger Unified School  
District

**Thelma Meléndez de  
Santa Ana, Ph. D**  
Santa Ana Unified  
School District

**Bonnie Reiss**  
Board Member Emeritus  
Former California  
Secretary of Education

**Rick Miller**  
Executive Director

July 1, 2003

The Honorable Arne Duncan  
Secretary, United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing this letter to support Oakland Unified School District's proposal for funding from the U.S. Department of Education's School Leadership Grant program.

The California Office to Reform Education (CORE) is a nonprofit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between our member school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified School Districts. Together these districts serve more than one million Californian students and their families.

CORE exists so that innovative school reform efforts already underway within each individual district are enhanced, expanded, and accelerated through collaboration. CORE districts work together to identify shared goals for systemic reform and to develop and implement strategies to achieve those goals. By working with and learning from each other, the districts strive to improve student achievement and close the achievement gap so that all students are prepared for college and the workforce in the competitive global economy.

CORE districts are currently working together to address a common set of high-priority challenges in education:

- *Standards, Assessment, and Instruction.* Effectively implementing common core standards in English Language Arts and Math, including aligned assessments, instructional materials, and professional development;
- *Talent Management.* Developing, supporting, and empowering great teachers and school leaders through improved recruitment, preparation, and professional support systems, including an effective teacher and principal evaluation system;
- *Building capacity for improvement.* Sharing and using information, knowledge, and experience across districts more effectively to improve instruction and foster systems of continuous improvement, particularly in support of struggling schools.

Importantly, on behalf of our member school districts, and potentially any and all other school districts in California, CORE has submitted an ESEA Waiver application which the U.S. Department of Education is currently considering.

OUSD's proposed Thriving Leadership initiative represents a bold effort to improve leadership in the Oakland schools. It is guided by evidence-based practices in the dimensions of leadership and skills principals need if they are to drive breakthroughs in student achievement, and in the components of effective training, induction, and professional learning programs for aspiring and incumbent school leaders. It is a critical component of OUSD's plans for school leadership development and school reform. Thriving Leadership will build on OUSD and its partners existing efforts to create a sustainable pipeline of effective school leaders in OUSD, support new school leaders to be effective, and continually improve the leadership skills of experienced leaders, and help to improve retention – all crucial in helping improve and accelerate student achievement.

The Thriving Leadership initiative is closely aligned with and will support implementation of both the areas of school improvement in which CORE districts are currently collaborating as well as key school reform strategies outlined in the CORE Waiver request. These include implementation of rigorous educational standards (the Common Core State Standards) to ensure that all students graduate from high school, our ongoing efforts to build new systems to ensure that all schools have effective leaders and teachers, and OUSD's and the other CORE districts' new systems for evaluating and supporting principals.

School Leadership Grant funding will help OUSD and its partners to implement and evaluate this ambitious effort over the next five years – in the process dramatically improving school leadership in OUSD, establishing a model that OUSD can sustain in the future, and providing critical knowledge for other school districts in California and the wider education community.

At CORE we are excited about the Thriving Leadership's potential impact on teaching and learning. We strongly support OUSD's application and hope the Department of Education will find it worthy of funding.

Sincerely,



Rick Miller  
Executive Director



General Resources for OUSD Dimensions of Leadership Rubric

This is a **selected list** of resources that support OUSD's rubric development for principal leadership.

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## School Quality Improvement System

### Executive Summary

May 2013

The School Quality Improvement System is a holistic approach to school improvement proposed by the California Office to Reform Education (CORE), a consortium of California school districts, to replace No Child Left Behind accountability rules through the federal waiver process. The CORE districts represent more than a million students. When federal approval is final, any California local educational agency (LEA) will be eligible to participate in the School Quality Improvement System.

The district leaders that designed the School Quality Improvement System did not set out to replace existing unproductive federal accountability rules with simply a different set of more flexible regulations. Instead they seized this opportunity to radically reorient their systems so that student success in multiple dimensions is at the center of every decision and motivates every action.

The School Quality Improvement System is rooted in a commitment to prepare all students for college and career, achieved through shared learning and collective responsibility for continual improvement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures and be responsive to the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups.

The School Quality Improvement System is grounded in the concept of moral imperative highlighted in [Michal Fullan's](#) research and described in "[Choosing the Wrong Drivers for Whole System Reform](#)." The School Quality Improvement System also incorporates recommendations from the state's [Greatness by Design](#) report, acknowledging that achieving success for all students hinges on teacher effectiveness, but responsibility rests on the collective shoulders of the entire school community.

*The School Quality Improvement System is not an escape FROM accountability. Instead, LEAs participating in the School Quality Improvement System invite a higher level of accountability for multifaceted student success; and accept shared responsibility to prepare all students for college and careers.*

The School Quality Improvement System is designed with recognition that the federal expectations for meeting students' needs have been too narrow for too long; LEA's have too often been chasing success in a system that does not define success in a comprehensive or rigorous way. Districts participating in the School Quality Improvement System are rejecting this narrow focus and accept the idea that true success for all students can only be achieved through a holistic approach. The participating districts want to be held to a higher standard on a much more comprehensive range of measures that collectively indicate students' college and career readiness, and are more effective drivers of change.

The School Quality Improvement System is built upon four foundational goals that align to, and extend beyond the three principles of the federal waiver guidelines:

- College and career ready expectations for all students.
- A focus on collective responsibility, accountability, and action that emphasizes capacity-building over accountability.

- The development of intrinsic motivation for change through differentiated recognition, accountability, and support for schools.
- Focused capacity-building for effective instruction and leadership.

*Creativity, critical thinking, communication, and collaboration are needed to prepare students for college and careers.*

The School Quality Improvement System commitment to success for all students starts with a commitment to fully transition to the Common Core State Standards and aligned assessments by 2014-15. The Common Core State Standards will revolutionize how students learn in ways that prepare them for meaningful careers and participatory citizenship in the 21<sup>st</sup> Century. It will also revolutionize the way teachers teach. Putting the Common Core into practice will demand creativity, critical thinking, communication, and collaboration by both teachers and their students. This transition will encourage innovation, project based learning, and a focus on deeper learning by all educators.

### Common Core State Standards Transition Timeline



LEAs participating in the School Quality Improvement System are committed to hold themselves and each other accountable for student success on the Common Core State Standards, as measured by both absolute performance and growth over time. However significant research has found that by only focusing on academic success, the true picture of a student's college and career readiness is obscured. The School Quality Improvement System reorients schools' focus toward this holistic system of support and measures improvement in many more informative facets of college and career readiness.

It is equally important that high expectations for all students are coupled with system support to get them there. These supports include a positive school culture and climate, and assistance to help students develop additional skills beyond academic preparedness that are necessary to succeed in life. The School Quality Improvement System counts on the collective effort of the school, district, and community to value and measure multiple aspects of student success across academic, social-emotional, and culture and climate domains. It also counts on a collective ownership of success across these domains and a collective commitment to hold themselves and each other accountable for ensuring all students stay on track toward college and career readiness.

*True success for all students is achieved by serving the needs of the whole child and eliminating disparity and disproportionality on multiple critical measures.*

While academic progress is critical, The School Quality Improvement System recognizes the importance of factors beyond academic preparedness, and values multiple measures of student success in social/emotional development, as well as the critical importance of a school’s culture and climate.

The School Quality Improvement System includes annual expectations for progress as well as absolute levels of performance and growth. The accountability calculation that is at the heart of the School Quality Improvement System is the School Quality Improvement Index, which will provide a quantitative and holistic measure of school-level performance.

A central tenant of the School Quality Improvement System is that college and career readiness for all students can only be achieved if disparity and disproportionality are eliminated. This is why the minimum (“n-size”) number of students necessary for inclusion of their subgroup performance in the School Quality Improvement Index is 20 students, as compared to 100 students under California’s current federal accountability system. This change was not requested or required by the US Department of Education, but is done voluntarily by the CORE districts to ensure that a bright light is shown on achievement and support for traditionally underserved students at every school. With the change in subgroup “n” size to 20, across the current nine participating LEAs, schools will be held accountable for reporting progress of nearly 200,000 additional students, of whom a large percentage are African American, Latino, English Learner, or are students with disabilities.

### School Quality Improvement Index



When fully implemented during the 2015-16 school year, the School Quality Improvement Index will include points awarded across the following domains:

- **Academic Domain (60%):** Key indicators in this domain include: performance in Math, English Language Arts, and all other state-administered assessments such as science, history

and writing at certain grade levels; student growth as defined by the School Quality Improvement System; high school graduation rate, with points awarded for both the federally-defined 4-year cohort graduation rate, and 5- and 6-year rates; and middle school persistence rates defined as the percentage of graduated 8<sup>th</sup> graders that go on to enroll in 10<sup>th</sup> grade.

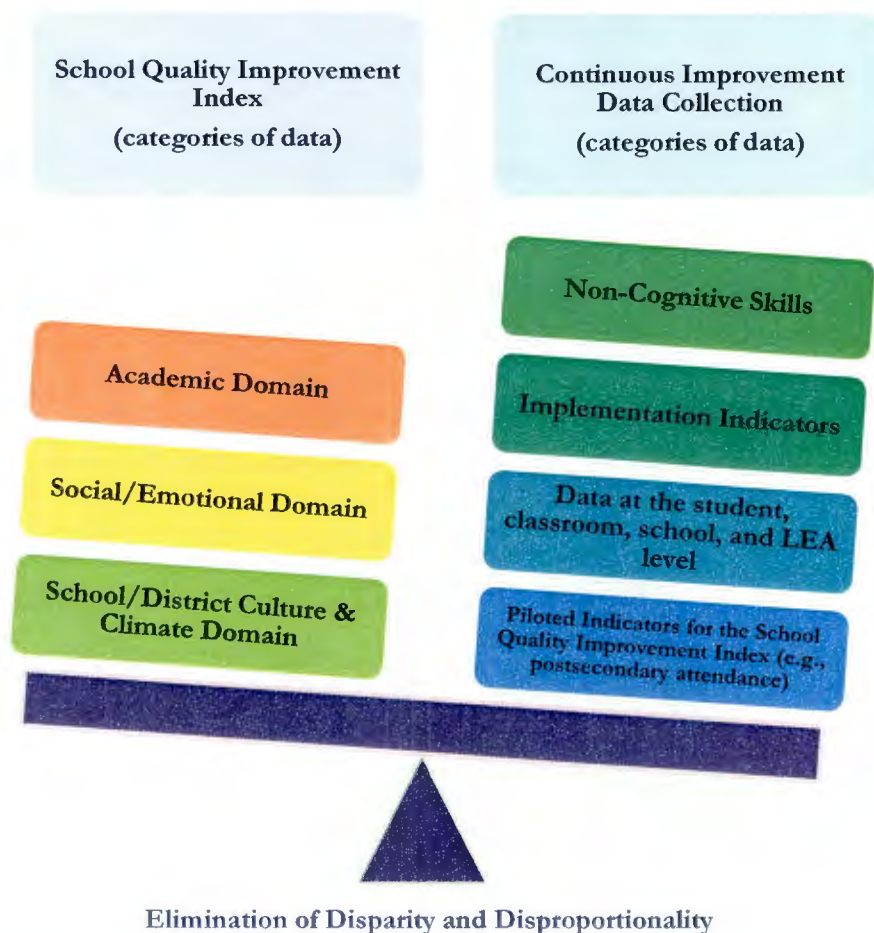
- **Social-Emotional Domain (20%)**: Factors include: chronic absentee rate; suspension/expulsion rate for the purposes of reducing disproportionality, and non-cognitive factors (such as grit or resilience) for the “all students” group and all subgroups. Indicators will be determined and piloted during the 2013-14 school year.
- **Culture-Climate Domain (20%)**: Factors include: school performance on student/staff/parent surveys; English Language Learner re-designation; and Special Education identification for the purposes of reducing disproportionality. Indicators will be determined and piloted during the 2013-14 school year.

*Meeting School Quality Improvement Goals will be an individual and collective responsibility for every person in every school and district.*

To achieve college and career readiness for all students and to eliminate disparity and disproportionality, all participating LEA's will also collect and share data far beyond what's necessary for federal accountability. These additional elements will include factors that are identified through research to be critical indicators of the ultimate success of students. Examples could be Pre-k information, middle school transitions, A-G completion rates, etc. This data will then be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure that schools are preparing each and every student to be college and career ready. If student or school performance is lagging on any of these indicators of success, it will be highlighted so that schools can make changes to keep student preparedness on course.

By sharing this data across all participating LEAs school and district personnel will begin to break out of traditional silos in order to work collectively for the betterment of all students. And by identifying and highlighting best practices and success within in our system, schools can better learn from the true experts – teachers in the classroom – about how to improve as a whole.

### Dual Data Collection and Information System



All data to support continuous improvement in these domains will be shared so that participating LEAs can hold themselves and each other accountable for preparing every student for college and career, and develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration.

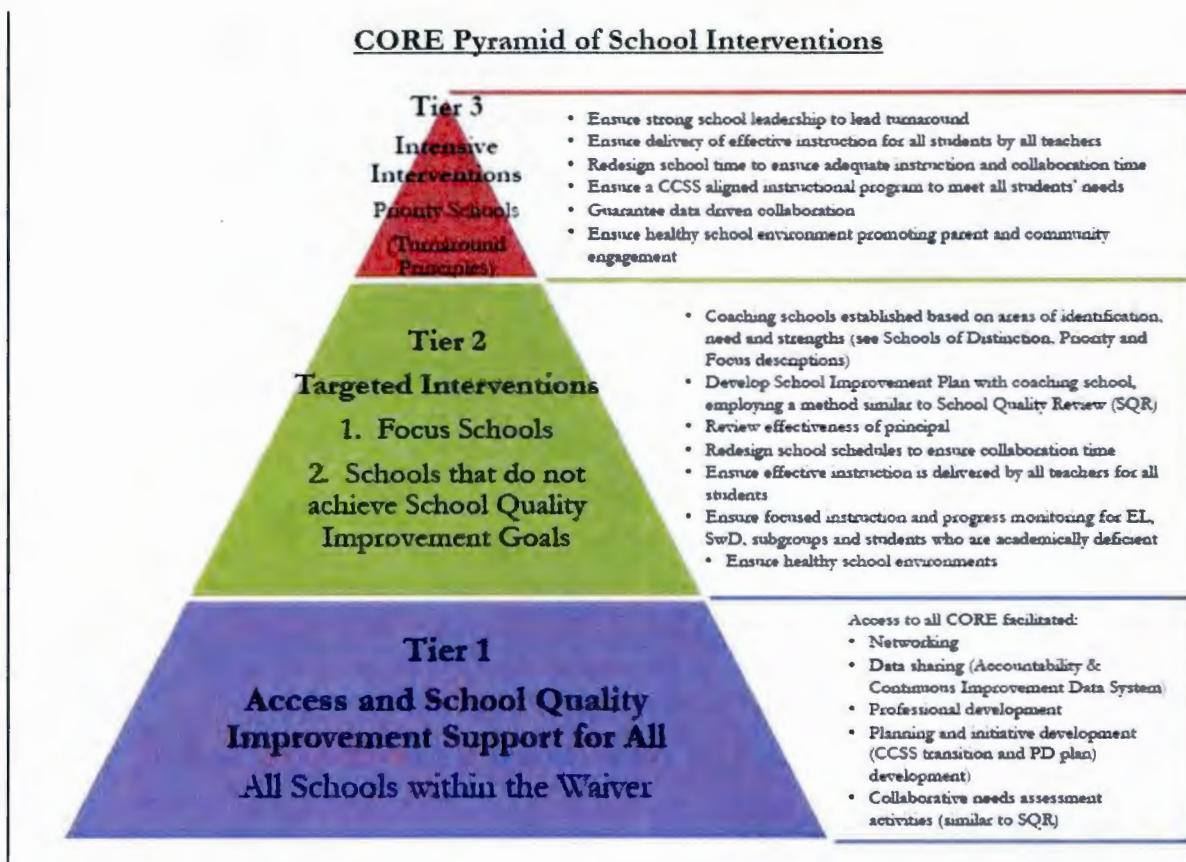
*LEAs participating in the School Quality Improvement System expect success, but will be open and honest about failure in order to improve.*

In the School Quality Improvement System, federally required “Annual Measurable Objectives” will be known as School Quality Improvement Goals. All schools will be held accountable for increasing graduation rates and for overall improvement in student achievement as well as improvement in closing achievement gaps among student subgroups through their total score on the School Quality Improvement Index. The consequence for a school or district falling short on their School Quality Improvement Goal is not a sanction but support and technical assistance offered by current partner school teachers and leaders that are seeing success with similar students measured by the School Quality Improvement System’s accountability metrics. This is a paradigm shift away from a

compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

The School Quality Improvement System will identify schools having great success with increasing student achievement while closing achievement gaps. Those schools will be paired with schools with schools that are not making their School Quality Improvement Goals. In addition, the five percent of schools that significantly struggle over multiple years will engage in much more intensive intervention strategies to speed turnaround process and ensure that students at that site do not languish.

## School Quality Improvement System Pyramid of School Interventions



*Educator effectiveness is the lynchpin of student success.*

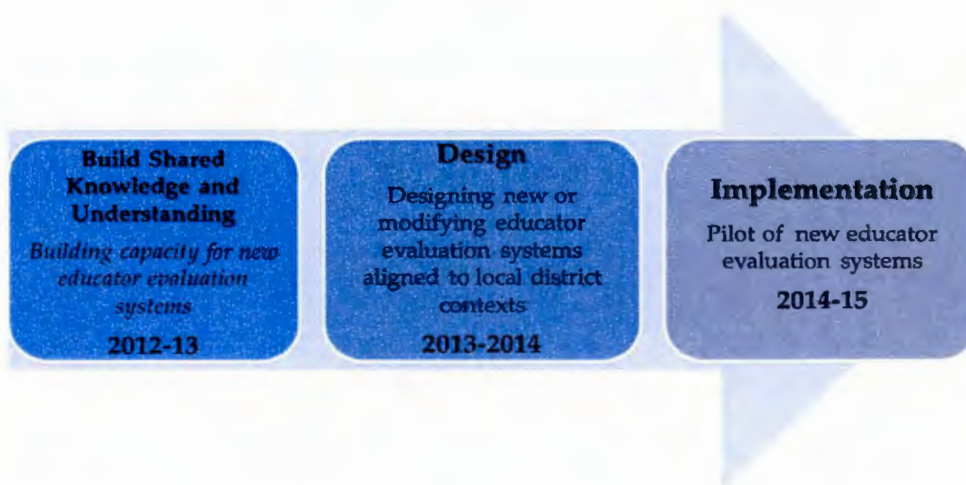
The School Quality Improvement System includes an expectation that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher and principal is effective. Providing appropriate support and assistance for teachers is the overriding purpose of teacher effectiveness evaluations in the School Quality Improvement System, as recommended in the California Department of Education publication [\*Greatness by Design\*](#).

As State Superintendent of Public Instruction Tom Torlakson noted in his introduction to *Greatness by Design*, “The goal of teaching is learning, so there can be no honest assessment of a teacher’s performance without considering what students have learned. Teachers want honest feedback to understand their strengths and focus attention on areas they need to improve.”

And, he continued, “Teachers are expected to work hard every day to help students learn many more things than are evaluated on one test. Fairness demands they be evaluated on the sum of their efforts.”

Both of these sentiments are evidenced in the School Quality Improvement System as student achievement growth is included as one of multiple measures of evaluating educator effectiveness, but it does not require a one-size-fits-all mandate. The specific way that teacher and principal effectiveness is measured will be different in each LEA participating in the School Quality Improvement System; yet each system will be nested in high-leverage common indicators that exemplify effectiveness, such as instructional collaboration around student achievement. Teacher and principal effectiveness will be supported through the collective network of support fostered by the School Quality Improvement System. LEA’s participating in the School Quality Improvement System will collaboratively engage in a three-year teacher and principal effectiveness pilot and implementation timeline.

### Educator Effectiveness Evaluation Implementation Timeline



When developing guidelines that incorporate student growth as a significant factor in teacher and principal evaluation systems participating LEAs may choose from two options:

**Option 1 - Student growth integrated through a “trigger” system:** Misalignment between teacher/administrator professional practice and student performance will initiate dialogue to identify why a discrepancy between scores exists, followed by district action in the interest of professional development of the teacher, which could include, among other options, an addendum to the review of professional practice or a one-year improvement plan.

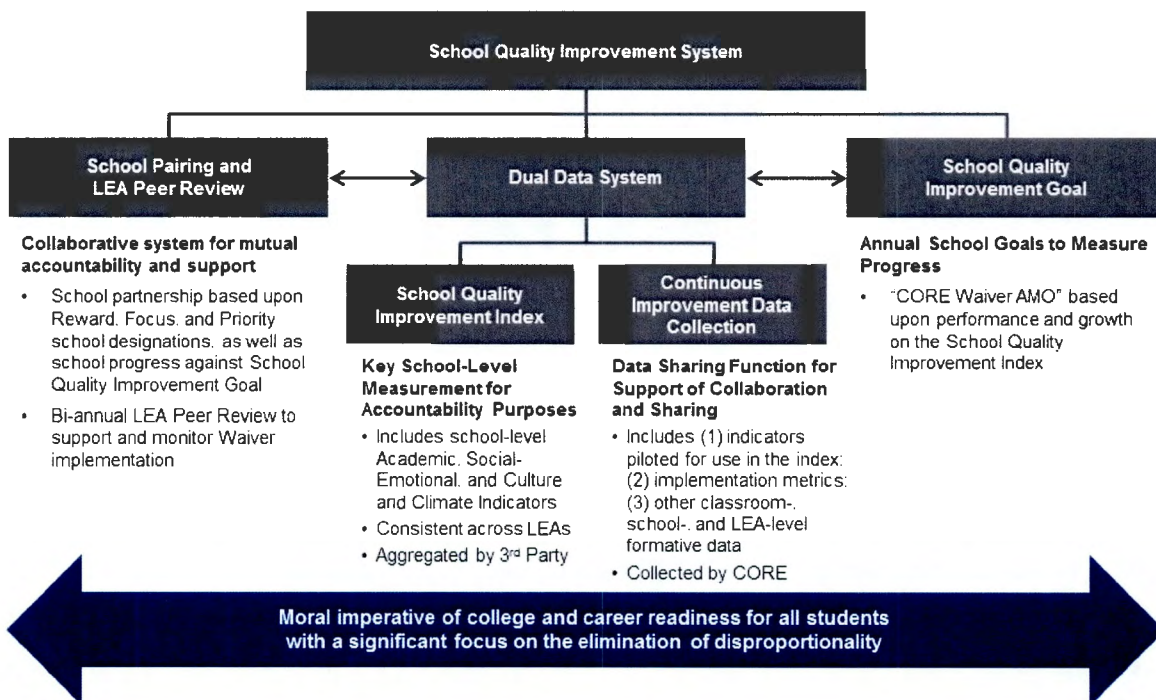
**Option 2 - Student growth as a defined percentage:** Student growth will represent a minimum of 20% of teacher and principal evaluation calculations. Student growth will be calculated using a

growth model which will be developed by the CORE Board of Directors in the 2014-2015 school year. However, if an LEA currently uses or seeks to use another high quality student growth model, the LEA will have the opportunity to apply to the CORE Board for the option to use an alternative method, provided the LEA provides a strong research-based rationale.

*A commitment to prepare all students for college and careers and eliminate disparity and disproportionality are the right drivers to create a system that truly supports the entire student community.*

The districts participating in the School Quality Improvement System share a central belief – that a moral imperative to prepare all students for college and career, as opposed to responding to a narrow accountability model, will increase the quality of instruction for students and increase success in all three domains: academic, social/emotional, and school culture and climate. Once the School Quality Improvement System receives final federal approval, any California district or charter school will be welcome to participate in the School Quality Improvement System as long as they are willing to share their data and expertise, and are willing to take on the hard work of reorienting their systems around the right drivers.

## School Quality Improvement System





OUSD-Reach Instructional Leadership Academy  
Program Summary

**Program Design**

The Reach Institute for School Leadership's Instructional Leadership Academy (ILA) is a preliminary Administrative Services Credential Program, accredited by the California Commission on Teacher Credentialing. The Reach ILA leadership practicums and integrated seminars are sequenced and developed with a logical progression so that the candidates can develop their understanding, knowledge, and skills, build on prior knowledge and experience, meet the demands of their concurrent leadership responsibilities, and learn to take more effective action as leaders.

The ILA is intended to develop instructional leaders' skills and abilities to address the essential components of how schools improve (Bryk, Sebring et al. 2010), with a particular focus on the conditional and instructional leadership knowledge and skills that influence instruction.

Seminars and fieldwork requirements of the Reach Instructional Leadership Academy contribute to the success of administrative candidates, including the opportunity to "learn on the job". Practical application informed by research drives the design of coursework and fieldwork. Participants become reflective practitioners, delving into increasingly complex issues as their experience expands over the duration of the program. Opportunities to practice skills, apply knowledge, and develop thinking are evident in course syllabi, as well as in the delivery of instruction. Because the participants are typically accomplished teachers, acting informally as teacher leaders, close attention is paid to adult learning theory, including the contribution that cohort support adds to participant success.

The program is implemented through three integrated approaches:

- 1) *Professional Development Plan*: a sequence of individualized assessments, goals, and reflections that monitor each candidate's progression along a continuum of leadership practice based on the California Professional Standards for Educational Leaders (CPSELs). *For the OUSD Principal Pathway Program, the CPSELs Professional Development Plan will be modified to integrate the OUSD Leadership Rubric.*
  - The instructional leadership residency incorporates significant formative assessment opportunities including regular coaching anchored in a:
    - *Professional Development Plan*
    - *Mid Year Review* and an
    - *End of Year Reflection* based on collected evidence.
- 2) *Seminar & Practicum Sequence*: addresses the theory, practice, and critical reflection of instructional and school leadership. Seminars are taught sequentially, in-person and online, providing for in depth examination of the theory and application of concepts in short, intensive segments.
  - In-person, 3-hour seminars, facilitated by the Reach Coach, meet once a week followed by reading and practicum assignments and online collaboration. Seminars run from September through May.
    - Each syllabus defines the specific requirements for a given seminar, and

typically include some combination of:

- Reading completion and online postings/reflections
  - Seminar participation and attendance
  - Evaluation of practicum projects
  - Final reflection (short paper) demonstrating and connecting concepts/literature, understanding, knowledge and skills
- 3) *Coaching*: integrates and personalizes the application of theory into fieldwork and provides direct examination and integration of each topic or concept with leadership practice at the school site. Formative Assessment provides a range of tools to support and document the ongoing improvement of each candidate’s leadership. *For the OUSD Principal Pathway Program, the Reach Coach will develop an individualized, integrated support plan in partnership with the candidate’s Mentor Principal.*
- This process allows for extensive and clear feedback on performance relative to leadership expectations, based on evidence of practice, both generally and related to specific areas of focus.

Both the design and execution of the Reach program elements are structured to maximize these elements in the learning process. Below, the structure of the seminars is described briefly.

**Course of Study: Curriculum and Field Experience**

Through research-based instruction, reading assignments, field experiences, reflection, and the use of technology, candidates engage in a developmental sequence of carefully planned and substantive field experiences that are carefully selected by Reach faculty. These field experiences allow candidates to connect theory and practice and to begin developing their skills as reflective practitioners. Participation in these experiences promotes active learning. Candidates see firsthand how theory from coursework is implemented practically in their school..

The Reach Instructional Leadership sequence is as follows:

- Reach 410: Instructional Leadership Residency (August - June)
- Reach 420: Instructional Coaching (September-October)
- Reach 430: How Teachers Learn (November-December)
- Reach 435: Supervision & Evaluation (December)
- Reach 440: Coaching for Equity and Universal Access (January-February)
- Performance Assessment: Instructional Coaching Cycle (February)
- Reach 450: Instructional Program Coherence & Alignment (February-March)
- Reach 460: Fostering Professional Community (March-April)
- Performance Assessment: Facilitated collaborative learning event (April)
- Reach 465: School Management Concepts (April-May)

Course Number	Course Title	Description
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Course Number	Course Title	Description
Reach 410	Instructional Leadership Residency	Examine research on teacher and instructional leadership, and apply learning to the candidate's particular context and goals. The residency includes working with a coach to establish a learning plan, take action towards goals, and review progress. The OUSD Leadership Rubric (aligned to the CPSELS) will be the guiding standards framework.
Reach 420	Instructional Coaching	Instructional leaders develop and practice foundational knowledge and skills to provide coaching and supervision for teachers, focused on improving instruction in their schools.
Reach 430	How Teachers Learn	Concepts of how learning occurs in schools, including the conditions schools need to create to foster more effective instruction. The series focuses in particular on promising practices for effective professional development.
Reach 435	Supervision & Evaluation	Examine prevailing rationales and paradigms for supervising and evaluating teachers, and search for effective ways in which to orient supervision and evaluation towards promoting "good teaching".
Reach 440	Coaching for Equity & Universal Access	Bolster knowledge and skills for coaching teachers to be more effective, in particular with a focus on promoting equitable outcomes for traditionally underserved students.
Reach 450	Instructional Program Coherence & Alignment	Influence the impact of school-level instructional frameworks that guide curriculum, teaching, assessment, and the learning climate. Candidates will examine principles of curriculum design, evaluation and assessment, consistent with the Common Core
Reach 460	Fostering Professional Community	Explore connections between thriving students and thriving adult communities of practice. Examine and evaluate the elements of effective communities of practice, point the way towards strategies for improvement, and practice facilitation of adult learners.
Reach 465	School Management Concepts	Explore the critically important management issues that often draw leaders' attention away from instructional leadership. Examine how leaders can more intentionally leverage the operational aspects of a school while maintaining a laser-focus on their primary goals for improving teaching and learning.

### Assessment of Candidate Competence

In addition to the assessments that are directly linked to the seminars and practicum assignments, capstone assessments include two key performance assessments. These assessments will be modified to integrate the OUSD Leadership Rubric.

### Performance Assessments:

The Reach Instructional Leadership Academy program includes two summative performance

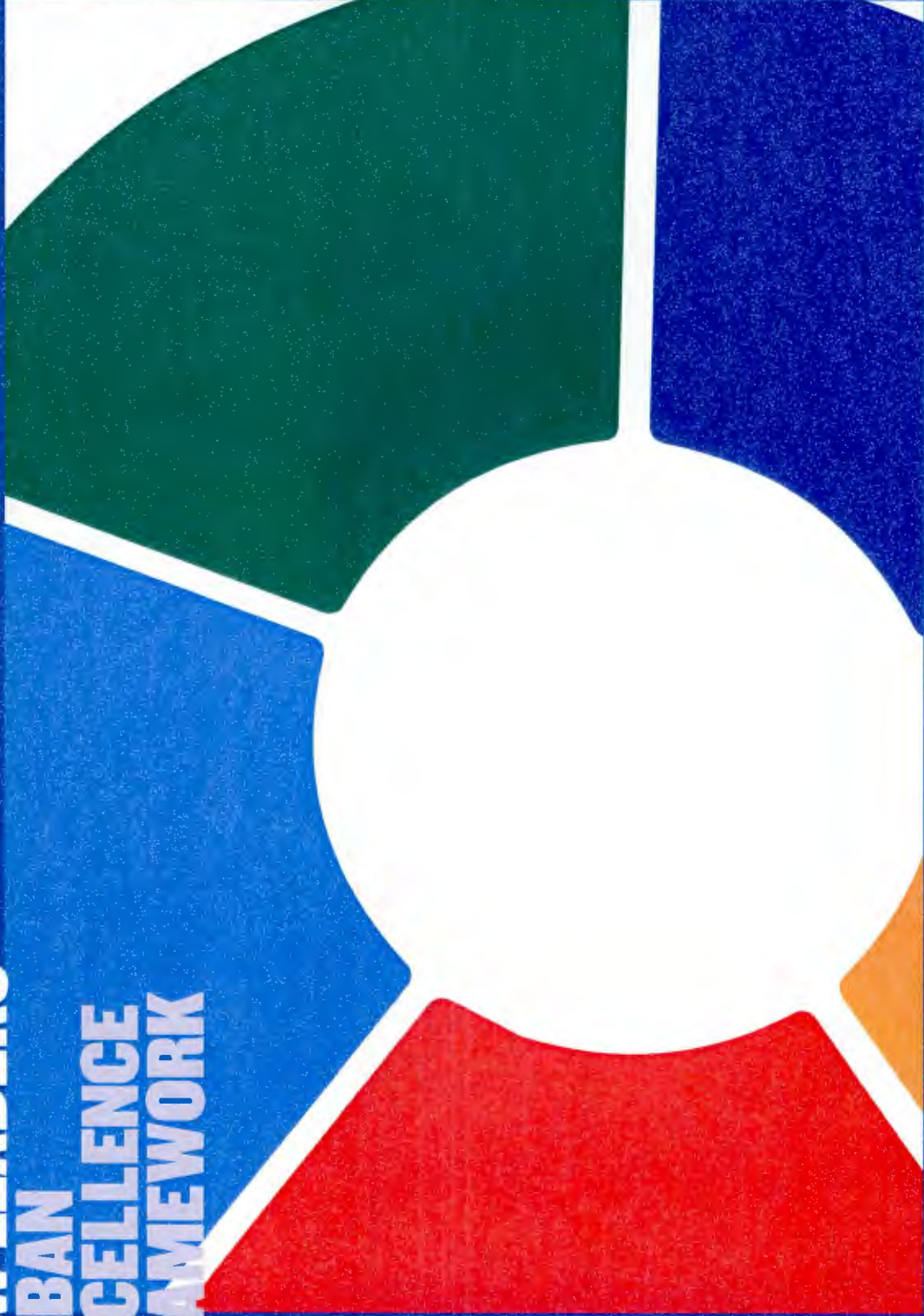
assessments (the design for which mirrors the California Teacher Performance Assessments):

1. Following the fall semester (after the conclusion of the Reach 440) teachers complete the “Observation and Conferencing Performance Assessment.” This summative assessment requires leaders to demonstrate their skills in coaching, observing, and providing feedback to teachers with an instructional leadership orientation.
2. Following completion of Reach 460, participating leaders complete the “Facilitated Collaborative Learning Event Performance Assessment.” This second summative assessment requires leaders to demonstrate their skills in facilitating professional development within their professional community. The assessment requires leaders to situate the event in the context of school wide goals and the instructional program, and to demonstrate their skills in planning and facilitating meetings for professional development.

Both Performance Assessments also ask candidates to reflect on their own practice, connecting their strengths and areas for growth in relationship to the research literature, the seminar content, and their own individualized professional learning plan.

The performance assessments generate data that provides participating instructional leaders with feedback on their performance relative to program expectations and informs program evaluation and continuous improvement efforts for program leaders.

**NEW LEADERS  
URBAN  
EXCELLENCE  
FRAMEWORK**



**Why we developed the UEF**

A principal’s job, first and foremost, is to diagnose their school’s needs and match them to effective principal actions and school practices that drive student success. Successful principals use their diagnosis to build an action plan that pushes their school—and student achievement—to the next level.

New Leaders developed the Urban Excellence Framework™ to understand exactly what schools achieving dramatic gains are doing and to share that knowledge throughout our community of leaders. Armed with this knowledge and aligned system supports, we have every confidence that schools led by New Leader Principals will see the transformative success necessary to drive significant gains in student achievement and close the achievement gap.

**Research and methodology**

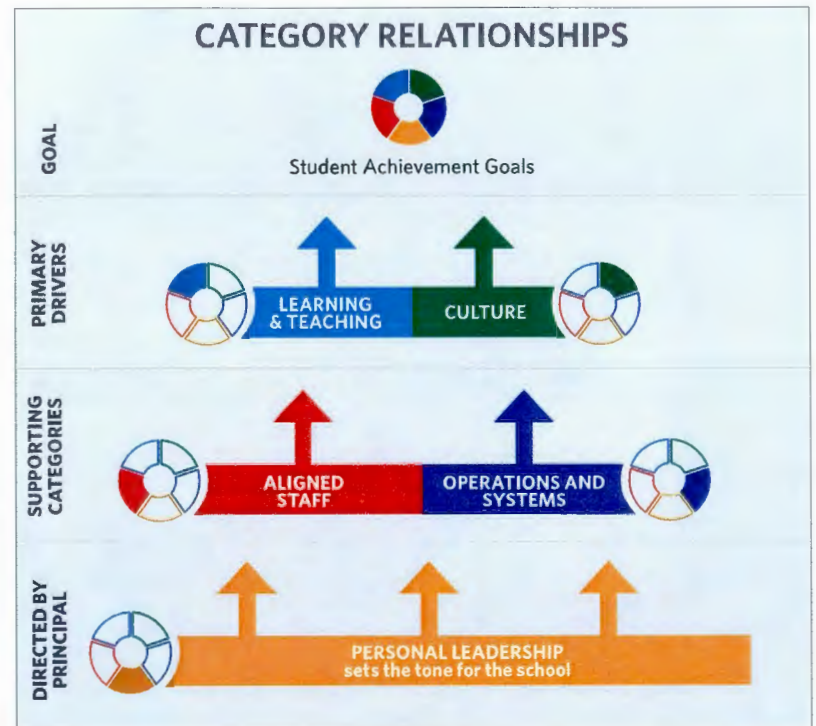
Our findings to date are based on an extensive review of the available research on the practices of effective schools, turnaround schools, secondary schools, and leadership; over 100 visits and case studies of schools that were identified after achieving dramatic gains; a review of all resources available through New Leaders’ Effective Practice Incentive Community; and the collective knowledge of many New Leaders staff, principals, and leaders in the education reform field.

**Categories**

The Urban Excellence Framework focuses on *five categories* of school practices. Among them are two primary drivers of student achievement: rigorous, goal and data-driven *learning and teaching* and achievement and belief-based school-wide *culture*. Two additional categories of a principal’s work are essential to supporting these drivers: building and managing a high-quality *aligned staff* to the school’s vision and instituting *operations and systems* to put the vision into place. Undergirding all of these categories is the *personal leadership* modeled by a principal who sets the tone for all student and adult relationships and practices in the school.

**Key Levers**

Each category is divided into a set of Key Levers, each representing a collection of practices evident in our highest gaining schools.





# LEARNING AND TEACHING CATEGORY MAP

A-70



## LEVER 1

**CURRICULUM ALIGNED TO BOTH STATE AND COLLEGE-READINESS STANDARDS**

*What students need to know and be able to do*



### CONCEPTS

- **Alignment to Standards:** Standards to identify and define what students need to know and be able to do
- **Scope and Sequence:** A curriculum map built on standards with a clear scope and sequence
- **Lesson Plans:** A translation of the curriculum map into daily, weekly, and monthly activities driven by practices and strategies
- **Curricular Materials:** Materials are matched to both the standards and learning needs



## LEVER 2

**CONSISTENT AND QUALITY CLASSROOM PRACTICES, ROUTINES, AND INSTRUCTIONAL STRATEGIES**

*How students are taught and the classroom environment*



### CONCEPTS

- **Routines and School-Wide Practices**
- **Instructional Strategies:** How best to deliver content



## LEVER 3

**UTILIZATION OF DIVERSE STUDENT-LEVEL DATA TO DRIVE INSTRUCTIONAL IMPROVEMENT**

*How student progress is measured and used to guide and improve instruction*



### CONCEPTS

- **Data Collection and Analysis**
- **Formative/Interim Assessments**
- **Grading**



## LEVER 4

**PYRAMID OF ACADEMIC PREVENTIONS AND INTERVENTIONS**

*Supports for students below grade level and preventions for students at risk*



### CONCEPTS

- **Interventions and Preventions**



# CULTURE CATEGORY MAP



### LEVER 1

**CLEAR SCHOOL MISSION AND VALUES ARE FOCUSED ON COLLEGE SUCCESS FOR EVERY STUDENT**

*The descriptive vision of success that guides the direction of the school and the principles that are used to implement the mission*



#### CONCEPTS

- **Vision, Mission and Values:** Creation and refinement of a clear and compelling vision, mission, and set of values



### LEVER 2

**ADULTS TRANSLATE THE MISSION AND VALUES INTO BEHAVIORAL EXPECTATIONS THAT INCLUDE A CODE OF CONDUCT**

*Ways in which adults and students display the vision, mission and values through specific behaviors*



#### CONCEPTS

- **Behaviors:** Behaviors derived from the vision, mission, and values are described and taught
- **Code of Conduct:** Code of conduct for behavioral expectations
- **Pyramid of Behavioral Interventions<sup>1</sup>**



### LEVER 3

**ADULTS CREATE A CULTURE OF ACHIEVEMENT AND HIGH EXPECTATIONS WHERE ALL STUDENTS ARE VALUED**

*Ways in which adults take responsibility for creating positive school cultures by supporting the presence and strength of student voice*



#### CONCEPTS

- **Adults Build Student Relationships:** Adults build strong relationships with students
- **Cultural Competency and Diversity**
- **Student Voice:** Structural opportunities for students to effectively use their voices
- **Aspiration/Life Plan:** Building aspirations for college, career and life success



### LEVER 4

**FAMILIES ARE PURPOSEFULLY ENGAGED IN THE ACADEMIC AND SOCIAL SUCCESS OF STUDENTS**

*Processes to intentionally include students' families in the work of the school*



#### CONCEPTS

- **Family Engagement:** Family engagement that supports the college going and life planning for students

<sup>1</sup>**Sequencing Note:** Principal should establish the Pyramid of Behavioral Interventions after defining the consistent behaviors and implementing the code of conduct. Many students will demonstrate positive behaviors based on the consistent and effective implementation of the code of conduct. The Pyramid of Behavioral Interventions should then be established to support the 10-20% of students who will need additional interventions and supports beyond the consistent code of conduct.





# ALIGNED STAFF CATEGORY MAP



## LEVER 1

### RECRUITMENT, SELECTION, AND PLACEMENT OF STAFF

*Processes to identify, hire and place staff to get the right people "on the bus"*



#### CONCEPTS

- Recruitment
- Selection and Hiring
- Placement



## LEVER 2

### DEVELOPMENT OF HIGH-PERFORMING INSTRUCTIONAL LEADERSHIP TEAM

*Leader develops staff and creates a Leadership Team to support instructional excellence*



#### CONCEPTS

- **Building Teacher Leaders:** Pipeline Development
- **Leadership Team Development:** Development of the Leadership Team
- **Leadership Team Supports:** Create structures to support the Leadership Team



## LEVER 3

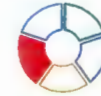
### MONITORING AND MANAGEMENT OF INDIVIDUAL STAFF PERFORMANCE

*Processes to monitor and evaluate staff performance*



#### CONCEPTS

- **Outline Performance Expectations**
- **Teacher Assessment:** Assess teacher skill and effectiveness
- **Observation and Feedback**
- **Monitoring**
- **Evaluation**



## LEVER 4

### PROFESSIONAL LEARNING STRUCTURES TO DRIVE INSTRUCTIONAL IMPROVEMENT

*Processes and structures to create a professional learning community that helps to develop staff skill and expertise*



#### CONCEPTS

- **Professional Learning**
- **Teacher Team Structures**



# OPERATIONS AND SYSTEMS CATEGORY MAP

A-73



## LEVER 1

**TRACKING OF CLEAR AND FOCUSED  
SCHOOL GOALS AND STRATEGY  
ADJUSTMENT BASED ON PROGRESS**

*Processes and structure to  
define and track clear goals*



### CONCEPTS

- **Goals and Priority Areas:** Create clear goals and identify priority areas
- **Action Plans:** Create action plans and milestones



## LEVER 2

**TIME USE ALIGNED WITH  
SCHOOL-WIDE GOALS**

*The processes and structures to  
use time effectively and efficiently*



### CONCEPTS

- **Calendar**
- **Scheduling:** Weekly and Daily Schedules



## LEVER 3

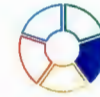
**BUDGET, EXTERNAL PARTNERSHIPS,  
AND FACILITIES ALIGNED  
TO STRATEGIC PLAN**

*Processes, structures and systems  
to ensure that the budget and  
physical space support learning*



### CONCEPTS

- **Budget and Resources**
- **External Partnerships**
- **Facilities**



## LEVER 4

**POLITICAL CONTEXT AND SCHOOL  
SYSTEM RELATIONSHIPS MANAGED  
TO ENSURE A FOCUS ON LEARNING**

*Processes to navigate the context  
within which the school operates*



### CONCEPTS

- **Stakeholder Relationships:** Build and manage stakeholder and community relationships
- **District Relationships:** Build and manage district relationship



## PERSONAL LEADERSHIP CATEGORY EXPLANATION

A-74

New Leaders has always recognized that leadership is an essential component of school transformation. In our research of effective school practices we have learned that not only is leadership essential, but that the principal sets the tone for all student and adult relationships in the school. Our field research and assessments of leader practices indicate that the level of Personal Leadership skill of a principal is one key differentiator in driving student achievement gains, successfully managing adults, and retaining their positions

Each category of the UEF includes principal actions, but the personal leadership category outlines key actions that must in place at all times and through all of the school's stages of development. These actions allow the leader to maintain focus on the school's goals and to ensure that all of their actions mirror the vision, mission, and values of their school community. This category is divided into five key levers that describe the personal leadership behaviors that support school success: Belief-Based, Goal-Driven Leadership; Culturally Competent Leadership; Interpersonal Leadership; Adaptive Leadership; and Resilient Leadership.

This is the only category that does not include school stages because the leader must demonstrate these actions across all stages of school development. These actions are fundamental and speak to the principal's overall belief, intent and approach to students, staff, families and community members. The manner in which these principal actions are implemented may change as the school improves and as more systems and structures are in place, but throughout their time as principal a leader must model personal leadership in their actions.

We have learned that successful leadership cannot be reduced to a single style or personality type. These are skills that can be developed and expanded over time—they are not innate or fixed. Successful leaders are interested in developing additional skills and are open to adapting their leadership style when necessary. To do so leaders need to take time to reflect on their actions, their perceptions and the ways in which they are reacting to challenges.

In essence, the principal's leadership style must strike a balance between being very firm about non-negotiables—clear expectations will be established so that all students and staff can do their work better, and the principal will relentlessly provide supports and follow up to ensure they are implemented—and demonstrating genuine engagement with others, humility, and relationship-building.

### **Belief-Based, Goal-Driven Leadership**

Strong leaders must have an unwavering belief in the ability of all children to achieve at high levels—they must inspire the staff with a sense of possibility and a concrete pathway to realize the school's vision. They must set ambitious, but achievable goals and keep them present for all members of the school community. Additionally, they hold themselves personally responsible for achieving the school goals.

### **Culturally Competent Leadership**

We recognize that leaders must consciously strive to create an inclusive environment. That begins with every leader developing an understanding of their individual biases and perceptions as well as the ways in which they are perceived by others. It includes actively addressing statements of bias, cultural incompetence and/or prejudice to ensure that the school is a safe and supportive place for all students.

### **Interpersonal Leadership**

To create change in a school a leader must be able to build strong and trusting relationships with multiple stakeholder groups. This includes the development of strong communication skills that are always respectful and that are tailored to meet the needs of various constituents.

### **Adaptive Leadership**

Leaders who are implementing changes in their schools must be able to support the staff, students, and families manage the emotions of change. The leader helps the school community live with discomfort as they change the culture and expectations in the school while maintaining a focus on the vision that the community has agreed upon.

### **Resilient Leadership**

Resilient leaders demonstrate resolve in the face of adversity and challenge; leaders must constantly look for solutions and be able to problem solve and identify creative solutions. Leaders must also reflect on their actions—they consciously use feedback and criticism to improve their leadership.



## PERSONAL LEADERSHIP CATEGORY MAP

A-75



### LEVER 1

#### **BELIEF-BASED, GOAL-DRIVEN LEADERSHIP**



*Leader consistently demonstrates belief in the potential of every student to achieve at high levels*



### LEVER 2

#### **CULTURALLY COMPETENT LEADERSHIP**



*Leader continuously dismantles inequitable and exclusionary practices and creates a fully inclusive environment where all children and adults thrive and learn at high levels*



### LEVER 3

#### **INTERPERSONAL LEADERSHIP**



*Leader builds trusting relationships and facilitates active communities of adults and students dedicated to reaching school goals*



### LEVER 4

#### **ADAPTIVE LEADERSHIP**



*Leader mobilizes others to resolve challenges requiring changes in values, beliefs, assumptions, and/or habits of behavior*



### LEVER 5

#### **RESILIENT LEADERSHIP**



*Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement*



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30 West 26th Street | New York, NY 10010 | 646.792.1070 | [www.newleaders.org](http://www.newleaders.org)

Baltimore | California's Bay Area | Charlotte | Chicago | Jefferson Parish | Memphis | Milwaukee | Newark | New Orleans | New York City | Prince George's County | Washington, D.C.

New Leaders is a national nonprofit that develops transformational school leaders and promotes the system-level policies and practices that allow strong leaders to succeed. Founded in 2000, New Leaders provides leadership training in 12 urban areas: Bay Area (CA), Baltimore, Charlotte, Chicago, Memphis, Milwaukee, New Orleans, Jefferson Parish (LA), Newark, New York City, Prince George's County (MD), and Washington, D.C. Over the past 10 years, New Leaders has trained more than 700 school leaders who are raising student achievement and graduation rates in high-need schools across the country. Beyond its signature principal training program, New Leaders conducts leadership development with existing school and district administrators, and designs effective leadership policies and practices for school systems nationwide.

For more information, visit [www.newleaders.org](http://www.newleaders.org).

# EMERGING LEADERS PROGRAM LEARNING TO LEAD AND DRIVE RESULTS



*Former  
Emerging  
Leader and  
current  
Resident Erik  
Kelt works  
towards an  
excellent  
education for  
all of New  
Orleans  
students.*

## GREAT LEADERS = GREAT SCHOOLS

Drive student achievement at your school and enhance your leadership skills to impact more teachers and more students.



*Emerging Leader Judith Stroman works with students at E.L. Haynes Public Charter School in Washington, D.C.*

## WHY NEW LEADERS?

**A-78**  
For over a decade, New Leaders has been transforming the lives of kids across the country through one simple mission: develop and refine the leadership skills of talented, driven individuals in order to increase impact and student achievement. The Emerging Leaders Program (ELP) is your opportunity to learn to lead and change what is possible for the students in your school. Are you ready to make an immediate difference for your students?

Emerging Leaders are talented individuals with a proven track record of achieving student gains. Our program takes these individuals and combines practice with reflection, building skills to drive similar results with adults. During this year-long professional learning program you will:

- Lead a team of teachers in your school through a data-driven instruction cycle
- Engage in content designed to enhance your leadership
- Work and reflect with a local facilitator to receive specific, actionable feedback on your practice
- Use your accumulated Emerging Leaders experience as the basis for application into our Aspiring Principals Program (APP)

In the first year of the program, more than 200 Emerging Leaders impacted over 18,000 students across the country by developing their leadership skills and capacity. Through the generosity of private and public funders, we can provide this program at no cost to you.

**The Experience**

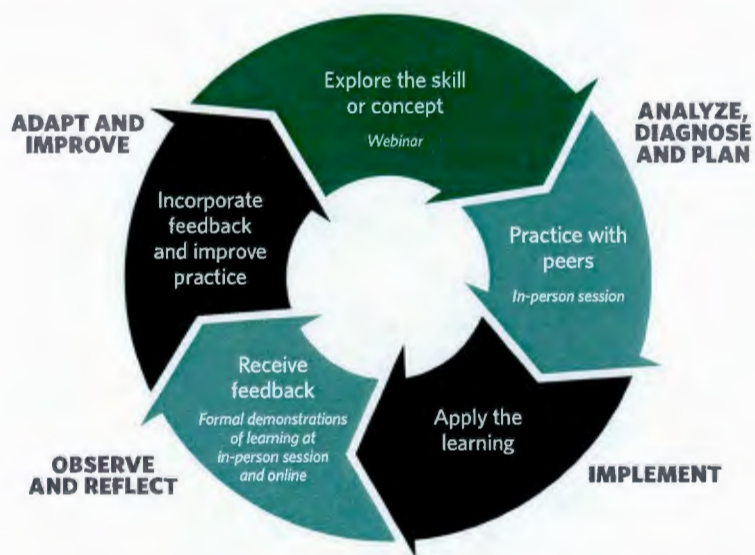
The Emerging Leaders Program is a mix of rich professional development and practical applied learning. The program begins before the school year with the Induction and Intensive where we give you the base knowledge that you will need to be successful in the program. By the end, all participants will have developed a common language on how to talk about teams and what data-driven instruction means. Participants will walk away with a plan for the work they will begin with their school teams once the year gets started.

Learn, Practice, Reflect...Repeat!

The Emerging Leaders Program offers plenty of opportunity to practice and receive feedback on your leadership development. Each month, you will experience a learning cycle that includes a 90-minute webinar, two hours of in-person guided practice, and a two hour in-person session. This cycle gives you the chance to refine and reflect on your leadership with your peers and local facilitator. To help develop your leadership skills, participants also submit four assignments and participate in three performance reviews throughout the year.

**Monthly Program Cycle**

The Emerging Leaders Program grows your leadership skills, providing you with tools to improve others' instruction and raise student achievement.



**Lead From Where you Are**

In order to develop as a leader, you need experience leading a group of adults. Working with your principal, you will be responsible for selecting a group of teachers who you will lead throughout the year. Through the learning cycle, you will learn how to build team relationships, address dysfunctions and engage in difficult conversations, among other topics. These sessions might include one-on-one coaching; reviewing key documents such as meeting minutes, agendas and action plans; and even videotaping your team meetings for peer feedback and review.

The topics and content in this program are focused around four key leadership areas:

- **Adult leadership**  
Motivating a team to believe in college success for all students and the team's ability to realize this goal, building trusting relationships, giving constructive feedback and leading effective meetings
- **Instructional leadership**  
Setting the expectation that college success is the target, guiding teams through a full data analysis cycle as well as observing and coaching teachers to improve instruction
- **Culture leadership**  
Building a learning orientation among team members and students focused on hard work and personal responsibility for one's own development
- **Personal leadership**  
Receiving feedback and self-reflecting to continuously improve

These four key leadership areas are the building blocks to develop your true leadership potential. Growth and development in these areas will indicate readiness into the Aspiring Principals Program (APP). Regardless of your decision to apply to APP after successful completion of the Emerging Leaders Program requirements, you will have developed your leadership capacity to impact more students each and every day. Are you ready?

**DEVELOPMENT STATISTICS**

100

Percent of participants who felt the in-person sessions had an impact on their leadership development.

99

Percent of participants who felt that the job-embedded assignments had an impact on their leadership development.

98

Percent of participants who felt that the Performance Meetings had an impact on their leadership development.

90

Percent of participants who said "Participating in the Emerging Leaders Program has helped me increase student achievement at my school."



### Growing the Leadership Pipeline

Since 2000, New Leaders has trained almost 900 leaders through our signature Aspiring Principals Program, a year-long principal preparation program that couples rigorous coursework with an intensive Residency experience. However, while principals are critical to school improvement, they cannot transform a school on their own. They need a team of talented, goal-oriented staff in place to help all adults drive for student success. The Emerging Leaders Program grows the adult leadership capacity within individual schools, and serves as a pathway into the Aspiring Principals Program in our partner districts.

"I found new ways to challenge myself while developing my leadership skills. Throughout the course of the year, I really enjoyed the challenges I encountered. In deciding to become a school leader, I saw the impact I could have on students through a much broader level."

2011-2012  
Emerging Leader

### Interested?

If you are ready to advance your career, increase your impact and to change the life trajectories of the students in your school, please join us in this work and apply to become an Emerging Leader. Whatever your career ambition may be within your school setting, the lasting benefit of this program is the leadership you will have developed and which will enable you to increase your impact on students across many classrooms and throughout your school community. Please join us!

We are looking for individuals who:

- Have a serious intention to serve as a principal and are prepared to enter the principal preparation pipeline
- Are currently serving in a school where there are significant opportunities for them to lead a consistent team of adults focused on improving instruction and culture
- Are viewed as a high-potential leadership candidate by their current school, district or charter management organization

If you are interested in joining the program or in nominating someone for the program, please reach out to your local New Leaders office to begin the application process. Please note that during the process, your principal will have to complete a form agreeing to ensure that you will have access to the school-based leadership opportunities required for participation in the program.

Email [emergingleaders@newleaders.org](mailto:emergingleaders@newleaders.org).



At the beginning of the year, 60 percent of Brian Cook's students were proficient or advanced in mathematics. Using what he learned in the Emerging Leaders Program about data-driven instruction (DDI), he focused his teaching and by the end of the year 87 percent of his students scored at that level. Before joining the program Brian had never led a meeting, but he now coaches and shares DDI resources with other teachers to help them drive similar results in their own classrooms.



Emerging Leaders having a discussion during a training workshop in Flushing, New York, in 2012.

**NATIONAL OFFICE**

30 West 26th Street  
New York, NY 10010

**BAY AREA**

225 Bush Street, Suite 1850  
San Francisco, CA 94104

**CHARLOTTE**

The Leadership Academy  
Attn: New Leaders  
7920 Neal Road  
Charlotte, NC 28262

**CHICAGO**

17 North State Street, Suite 1790  
Chicago, IL 60602

**GREATER NEW ORLEANS**

(Orleans Parish and  
Jefferson Parish)  
200 Broadway, Suite 108  
New Orleans, LA 70118

**MARYLAND**

(Baltimore and  
Prince George's County)  
1500 Union Avenue, Suite 1400  
Baltimore, MD 21211

**MEMPHIS**

2701 Union Avenue Extended  
Suite 300  
Memphis, TN 38112

**NEW YORK CITY/NEWARK**

30 West 26th Street  
New York, NY 10010

**WASHINGTON, D.C.**

1432 K Street NW, 2nd Floor  
Washington, D.C. 20005

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*Alana Whitt-Smith worked with the 4th grade teacher team at her school to achieve a 30-point jump in language arts scores in just one month. Her principal was so impressed—and the 4th grade teachers so enthusiastic—that the principal asked Alana to do the same thing with the other grades. In only two months, Alana drove additional dramatic gains in grades 1, 2, 3 and 5.*

**“The Emerging Leaders Program was life changing. I feel that I am now better able to support, coach and guide my staff with compassion, which will lead to student achievement.”**

2011–2012 Emerging Leader

**OUR MISSION**

Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

**Email [emergingleaders@newleaders.org](mailto:emergingleaders@newleaders.org).**

**We look forward to hearing from you!**

New Leaders admits program participants of any race, color, and national or ethnic origin. For more information, please go to <http://www.newleaders.org/apply-now/admissions-policy/>.



New Leaders 

Learn more at [www.newleaders.org](http://www.newleaders.org).

# ASPIRING PRINCIPALS PROGRAM A-82 TRANSFORMING SCHOOLS AND STUDENTS' LIVES



*Alison Harris (Cohort 9), principal  
at Ranson Middle School in  
Charlotte and Assistant Principal  
Erin Barksdale (Cohort 10).*

Myron Long  
(Cohort 11) talks  
with students  
at E.L. Haynes  
High School.



## GREAT LEADERS = GREAT SCHOOLS

Principals are the driving force behind whole-school improvement. Only a principal can ensure an entire school—not just a single teacher or classroom—is performing at its best so that all children get the education they deserve.

## Become a Transformational Leader

Our signature Aspiring Principals Program is a year-long leadership Residency that provides you with the theoretical and practical training, resources and support needed to lead an urban school. New Leader principals are culturally competent and adaptive leaders who build schools of efficacy so that students can achieve at the highest levels.

The aspiring leaders who join our program share a deep belief that all students can achieve at high levels—that demography is not destiny for children if adults get it right. By joining the Aspiring Principals Program, you become part of a network of successful school leaders who stand courageously together to serve our nation's highest-need schools and students. Throughout the year, you will:

- Develop and utilize your leadership skills to improve the practice of select teachers within your school site that drives student achievement
- Build a personal leadership development portfolio that demonstrates your proficiency in select leadership competencies
- Practice *The 15 Actions* that are the foundational skills that school leaders must engage in repeatedly and apply appropriately to increase student achievement
- Utilize an Individualized Learning Plan (ILP) that focuses on areas unique to your personal leadership development; the ILP allows you to focus on specific standards, competencies, content and actions that are areas of growth

## PROGRAM SUCCESS

Chicago  
Memphis  
New Orleans  
New York City  
Oakland  
Washington, D.C.

Cities where New Leaders led schools to be among the top five highest gaining schools in 2011.

33

The percentage point gain in reading and math combined at Baltimore's Gilmor Elementary. Principal Felipe Jackson turned the lowest performing school in the district in 2011 to have the second highest gains in math in the entire state of Maryland.

67

The percent of 5th grade students proficient or above in English language arts at Brooklyn Ascend Middle School, led by first-year principal Eunice Chao. This was 15 points above the NYC charter school average and 21 points above the district.

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Oakland Unified School District

\* Street 1: 1025 Second Avenue Street 2: \_\_\_\_\_

\* City: Oakland State: CA: California Zip: \_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> School Leadership
	CFDA Number, if applicable: 84.363

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not Applicable Middle Name \_\_\_\_\_

\* Last Name Not Applicable Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services (including address if different from No. 10a)**

Prefix \_\_\_\_\_ \* First Name Not Applicable Middle Name \_\_\_\_\_

\* Last Name Not Applicable Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Completed on submission to Grants.gov

\* Name: Prefix \_\_\_\_\_ \* First Name Gary Middle Name \_\_\_\_\_

\* Last Name Yee Suffix \_\_\_\_\_

Title: Interim Superintendent Telephone No.: \_\_\_\_\_ Date: Completed on submission to Grants.gov

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Oakland Unified School District	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: Gary Middle Name: <input type="text"/>
* Last Name: Yee	Suffix: <input type="text"/>
* Title: Interim Superintendent	
* SIGNATURE: Completed on submission to Grants.gov	* DATE: Completed on submission to Grants.gov

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Interim Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Oakland Unified School District</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

### ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.





More broadly, Thriving Leadership will be incorporated into OUSD's overall Full Service Community School model and thereby employ a range of differentiated supports for student learning and success, including counseling and other health services, family engagement, and family linkages to needed community resources.

**Potential barrier.** Approximately 30% of OUSD's students are designated as English Language Learners. Students and families from limited or non-English speaking backgrounds may have a barrier to engaging with the Thriving Leadership initiative.

**Solution:** OUSD and our Thriving Leadership Project Coordinator, working with staff in OUSD's Families, Schools, & Community Partnerships Department, will oversee the development of outreach materials in Spanish and other common native languages of our immigrant families to inform and engage families about this project. Working with the district English Language Advisory Committee, we will invite parents and students from language minority groups to engage with our Thriving Leadership Steering Committee, in order to provide input into the project's implementation and refinement and keep informed about project activities and outcomes. OUSD will provide translation and interpretation as needed so that non-English speaking parents/guardians and students can fully participate in Steering Committee meetings. Moreover, the Steering Committee will seek to engage other culturally/ linguistically competent partners with a long history of building trust with our multicultural youth and families, such as Oakland Kids First, Youth Uprising, Oakland Asian Students Education Services, Bay Area Community Resources, and East Bay Agency for Children, to ensure project services are appropriate for all youth and families.



and learning, so that every student in OUSD graduates from high school prepared for college and career.

We do not foresee there being barriers to full inclusion in project activities for these adult learners (employed by OUSD or recruited externally), who have been hired based on their relevant professional training, experience, and their cultural and linguistic competencies, among other factors, and who receive ongoing training to ensure they are qualified to effectively engage OUSD's diverse constituency of teachers, students, and families in a high-quality educational experience.

**Potential barrier.** African American and Latino students comprise the two largest racial/ethnic groups of students in OUSD. More than other disadvantaged subgroups, they are disproportionately affected by sub-proficient academic achievement, not meeting “a-g” requirements, and low graduation and college-going rates.

**Solutions:** Importantly, our partners Reach and New Leaders have successful track records in developing school leaders from traditionally under-represented groups – principally African American and Latino – with the backgrounds and competencies aligned with their school communities in multicultural Bay Area urban school districts. To ensure that the target population includes substantial numbers of candidates from underrepresented groups, we will work closely with OUSD's principals and network supervisors to prioritize identification and recruitment skilled, aspiring leaders from these groups. This will also be the case for New Leaders' national recruitment efforts to bring aspiring leaders to OUSD.

Moreover, “equity” in education is a key dimension of the leadership frameworks underlying Thriving Leadership. The training, mentoring, coaching, and other professional development deployed through this initiative will include a focus on equipping school leaders to promote an equitable educational experience for students from all groups to support them to meet rigorous learning standards and succeed in school.



**General Education Provisions Act (GEPA) Section 427**

Oakland Unified School District's proposed Thriving Leadership Project is focused on building a pipeline of effective school leaders for OUSD, continually strengthening our existing principals' leadership schools, and institutionalizing an effective leadership development model to meet our district's long-term needs.

Oakland Unified School District, the lead agency for this project and applicant for School Leadership Program funding, serves a racially, linguistically, religiously, culturally, and socio-economically diverse community. OUSD provides equitable access to all students, faculty and other staff, and family members regardless of age, race, sex, religion, national origin, disability, economic background, or sexual orientation. OUSD and our Thriving Leadership partners Reach Institute and New Leaders have extensive experience and multiple policies and procedures for making programming responsive to our community's diversity. All staff members in OUSD and our project partners receive training in relating to, and interacting effectively with, the diversity of constituents they serve, and strive to hire staff that reflects the ethnic/cultural/linguistic backgrounds of the students and families with whom we work in diverse urban communities.

The Thriving Leadership Project is a training, coaching, mentoring, and professional development initiative, with direct services targeted at educators across OUSD: teacher leaders, assistant principals, aspiring leaders, new principals, and experienced principals. The content of the supports for educators to be deployed in Thriving Leadership will be based on the frameworks for effective school leadership developed by OUSD and our partners; by participants' individual leadership development needs; and by the particular needs and contexts of the schools they are assigned to. The overall focus will be to build OUSD principals' capacity to serve as effective instructional leadership at their schools as well as exercise the other key dimensions of leadership necessary for principals to drive sustained improvements in teaching

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

OUSD Thriving Leadership GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

<p><i>significant, important, and critical information and what CF1 might think about in terms of moving forward or next steps.</i></p>	<p>CF2 shares experience instead of responding to CF!</p>	<p>Take notes</p>	<p>experience or story in the "advice"</p>
<p><i>Step Six</i> The presenter (CFG 1) <b>says what is most helpful</b> and what he/she intends to do before next meeting</p>	<p>Devolve into conversation instead of following protocol CF1 starts new story instead of talking about next steps</p>	<p>Use stems like: - What was most helpful was thinking about _____ - As a result of reflecting on ____, I plan to ____. - That changes my temporal target in this way _____ - The evidence that will support me if this changes is _____</p>	<p>Inserts prompt What was most helpful? if presenter starts on new ideas.</p>
<p><i>Step SIX</i> Both participants reflect and/or write on the process</p>	<p>Time intervenes</p>	<p>Keep careful timing of the CF conversation. The facilitators will time, but it is hard to keep everyone in lock step. It is your responsibility to hold each other to protocol and get to time to debrief as an essential part of process. →</p>	

Equity-Centered PROTOCOL	Typical Challenges	Hints for CF1 Presenter	Hints for CF 2
<p><i>Step ONE:</i> The presenter (CF 1) describes an important dilemma of practice</p>	<p>Dilemma unfolds in a story, but tends to be a “spiraling-down story” .</p>	<ul style="list-style-type: none"> <li>- Think about dilemma of practice as you drive to meeting.</li> <li>- Tell stories that are a “moving force for change”.</li> <li>- Think about story’s emotional content; express from your viewpoint.</li> <li>- Adopt non-blaming stance that optimizes</li> </ul>	<ul style="list-style-type: none"> <li>- Take notes. Refrain from interrupting, especially with your own story.</li> <li>- Listen carefully for “critical” (important/urgent) issue and hand.</li> <li>- Give presenter signal when there is 1 min left</li> </ul>
<p><i>Step TWO:</i> The critical friend (CF 2) asks clarifying (factual) questions in order to understand the practice and the context in which the practice takes place.</p>	<p>Asks reflective questions instead of factual questions.</p>	<p>Remind your CF partner that the question is not factual and is drifting into reflection.</p>	<p>Ask questions that reveal JUST THE FACTS and do not require reflections (eg why?) Typical stems: Who/What/Where/When/How</p>
<p><i>Step THREE:</i> The critical friends set desired outcomes for conversation through reflection (learner) and decisions about probing questions (CF2))</p>	<p>Critical Friends continue talking instead of reflecting and choosing questions.</p>	<ul style="list-style-type: none"> <li>- Write down the questions so you have a record of them.</li> <li>- Make decisions about 1-2 to respond to from the POV of what is most helpful to you.</li> <li>- Keep time for duo</li> <li>- Remind CF: “We are not in an out of protocol conversation”</li> </ul>	<ul style="list-style-type: none"> <li>- Remind CF: “We are not in an out of protocol conversation”</li> <li>- Highlight questions on worksheet of probing questions</li> <li>- Make notes as CF talks</li> </ul>
<p><i>Step FOUR</i> The critical friend (CF2) engenders deeper reflections by using probing questions that nudge the learner to see the dilemma from multiple perspectives.</p>	<p>CF1 does not listen or write down questions CF2 inserts own stories to dilemmas</p>	<p>Write down the questions and respond to 1-2, not all.</p>	<p>Urge CF1 to stay on 1-2 questions and go deep. Ask follow-up probing questions if time.</p>
<p><i>Step Five</i> The critical friend provides feedback</p>	<p>CF 1&amp;2 start having conversation.</p>	<p>Use nonverbal signals to get each other back on track</p>	<p>Use nonverbal signals to get each other back on track Refrain from sharing your</p>

### Making Critical Friends Work: Helpful Hints

Adult learners make decisions about how they best learn and what is best for them. Yet, often time use is not maximized because there is a tendency to tell long stories that often do not offer a “moving force for change” (Dewey, 1938); they are “spiraling-down” stories instead of optimizing stories. Protocols are designed to foster the ability to be with adults in ways that offer maximum learning for all in a situation. This chart is intended to offer Critical Friends (CF) who have to take responsibility for their own and their partners learning a way to stay on track with protocol to maximize the learning. It requires that both CFs become “warm demanders” of each other so that each is empathetic, yet pushes the partner to think more deeply and move his or her practice more expeditiously toward goal outcomes that each has set. The steps respond to the protocol and the critical friends process reminders in the article from Costa and Kallick (1993),<sup>1</sup>

The warm demander phrase comes from the teaching literature, and we are forging its use in adult learning. *A warm demander is a trusted colleague who communicates unconditional positive regard coupled with active insistence on supporting self-reflection as a cornerstone of learning and growth.*

The warm demander “goes beyond believing to insisting” that the colleague is supported in attending to what he or she has designated as goals. In the case of school reform and leadership development, this means interrupting the usual and insisting on a positive demeanor that uses story and reflection productively. It is based on Carl Rogers psychological theory in which the person in relationship cares deeply and communicates expectations clearly by focusing on the learning the person can do for himself or herself if guided by another.

**Warm Demander Moments** are in green . In general, keep notes for reference when “out of protocol” thoughts occur to you and you might veer the conversation and protocol off track. You might use nonverbal signals for reminders: a spiraling down (negative) signal or a “going on and on” signal as well as ++/thumbs up signal that you can use when you are supposed to be listening.

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<sup>1</sup> Costa, Arthur L. & Kallick, Bena. (October 1993). Friend, *Educational Leadership* 51: 2, pp. 49-51.

**EQUITY-CENTERED CRITICAL FRIENDS PARTNERS PROTOCOL**  
Can be altered for larger group of participants/discussants



Living in Dialogue

**Primary considerations for CFG use**

- Timed segments that may be adjusted if needed
- Presenter does not talk while getting feedback about dilemma
- Discussant (CF) chooses 3-4 probing questions and CF Presenter chooses ONE.
- Usually used with more folks and can be expanded to 4-5 persons as discussants

TOTAL Minutes (40 min): 18 for CF 1 dilemma; 18 min for CF2 dilemma; 4 min for debrief

STEP	Process	Time	Person
1	<b>Presentation of Dilemma</b> CF 1: <i>The presenter (CF 1) describes an important dilemma of practice</i>	4 min	Presenter CF 1
2	<b>Clarifying Questions</b> <i>The critical friend (CF 2) asks clarifying (factual) questions in order to understand the practice and the context in which the practice takes place.</i>	3 min	CF 2 poses to presenter (CFG 1)
3	<b>Reflection</b> <i>The critical friends set desired outcomes for conversation through reflection (learner) and decisions about probing questions (CF2)</i>	1 min	<b>Both but reflecting in different ways</b>
4	<b>Probing Questions</b> <i>The critical friend (CF2) engenders deeper reflections by using probing questions that nudge the learner to see the dilemma from multiple perspectives. Presenter listens to the 3-4 probing questions, takes notes (for future reflection) and chooses 1-2 for response at this time</i>	5 min	CF 2 asks questions CF 1 responds to 1-2 probing questions
5	<b>Feedback/Discussion</b> <i>The critical friend provides feedback significant, important, and critical information and what CF1 might think about in terms of moving forward or next steps.</i>	4 min	CFG 2
6	<i>The presenter (CFG 1) says what is most helpful and what he/she intends to do before next meeting</i>	1 min	CFG 1
7	<b>DEBRIEF</b> <i>Both participants reflect and/or write on the process</i>	4 min	

**Repeat processing reversing roles for CFG 2 Dilemma  
Debrief at end for 4 min.**



**Goal Setting and Reflection Tool  
for Principal Critical Friends Group activities**

A-91



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools*  
*Thriving Students*

**REFLECTION: JANUARY**

What leadership actions did I take to make progress toward the goal?

What specific evidence do I have that I am making progress toward the goal?

What do I need to change/adjust in terms of actions, evidence or goal?

**REFLECTION: FEBRUARY**

What leadership actions did I take to make progress toward the goal?

What specific evidence do I have that I am making progress toward the goal?

What do I need to change/adjust in terms of actions, evidence or goal?

**REFLECTION: MARCH**

What leadership actions did I take to make progress toward the goal?

What specific evidence do I have that I am making progress toward the goal?

What do I need to change/adjust in terms of actions, evidence or goal?

## Goal Setting and Reflection Tool for Principal Critical Friends Group activities

A-90



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools  
Thriving Students*

**What quantitative indicators will provide evidence for your goal and of goal attainment?**

1. Staff Survey on shared vision of school
2. Analysis of feedback given to teachers

**Support needed from Critical Friend and/or Facilitator**

**REFLECTION** Click on hyperlink to get to the appropriate reflection space.

[JANUARY](#)

[FEBRUARY](#)

[MARCH](#)

**Observation 2 APRIL**

**Date**

Note: This observation can be wide-lens (like October) or it can be focused on your goal if the evidence from the second observation will provide qualitative data for your goal.

**Dimensions and Indicators of Practice**

**FINAL KEY Evidence for Year**

- 1.
- 2.
- 3.
- 4.

**SELF ANALYSIS: GOAL ATTAINMENT**

- Exceeded goal (s)
- Met goal (s)
- Made progress toward goal (s)

DRAFT choices<sup>1</sup> -- Based on rubric analysis for the specific dimensions I have chosen, my practice is

- Novice Practice
- Professional Practice
- Expert Practice

Note: The level of practice is based on the two factors of your experience overall and your experience at the current school site

**Self-Reflection and Recommendations** (can note generalizations, challenges, changes of evidence)

<sup>1</sup> The decision about the rubric categories is in draft form and will not be fully decided until the end of 2012-13; however, the three levels of development now under consideration are indicated on this document. The principal will examine the rubric and determine from reflecting on evidence what can be supported as an indicator of practice in that dimension and element.

## Goal Setting and Reflection Tool for Principal Critical Friends Group activities

# A-89



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools  
Thriving Students

All boxes expand for input

<b>Leader:</b> Position: Principal		<b>School:</b>	
<b>Number of years in leadership:</b>		<b>Number of years in this position:</b> 2	
<b>Observation</b> Key Dimensions, Elements, IoPs and Names of Practice from scripting analysis <b>2.0 Vision</b> 2.1 Presence, Core Beliefs, Authoritativeness 2.1.2 Demeanor, Emotional Acuity Active Listening, Register	2.1.3 Intentionality Brokering, Buffering Problem-posing stance 2.2.2 Asset Framing Root Cause 2.3 Shared Commitment Warm Demander <b>5.0 Instruction</b> 5.1 Knowledge Base Context, Pedagogy 5.2 Learning Environment 5.2.3 Coherence	<b>6.0 Management</b> 6.2 Equitable Systems 6.2.1 Operations (ELL and Newcomers) 6.3 Systemic Monitoring 6.3.1 Organizational Balance 6.3.2 Recursive Inquiry	
<b>Goal (s)</b> 1. Re-enroll the ILT to refine the shared vision for the school  1. Clearly communicate shared vision formally 2. Be intentional about communicating the vision informally 3. Create a visual/ graphic of the shared vision  2. Create and maintain a schedule around important work to ensure that I get into classrooms daily to consistently observe and provide feedback to teachers around instruction			
<b>Specific Focus Indicators of Practice based on script analysis</b>  Vision Communication, Intentionality Management Systematic Leverage, Urgent/ Important work			
<b>Temporal Targets (January-February)</b> February 1. Engage ILT in the re-enrolment process 2. Begin to draft a graph of shared vision		<b>Evidence</b> 1. ILT agendas 2. Draft of graphic	
<b>Temporal Targets (March-April)</b>		<b>Evidence</b>	
<b>Plan for Key Evidence (by MAY) Note: These may change, but try to match goal to evidence</b> <b>What qualitative indicators will provide evidence for your goal and of goal attainment?</b> 1. Written shared vision 2. Vision graphic 3. Schedule that shows classroom visits 4.			

Part 1: Mentor Program Launch and Welcome: learn about the Mentor Program, meet your mentor, team building, mentor principal panel on effective leadership in the dimension of Relationships. Topics around how to begin positive relations with staff, students, and mentee's school community. Mentors share data gathering tools and activities to learn about one's school community assets and challenges. Mentors role play common scenarios they can expect to encounter.

Resilience: how to access supports, time management, research on resilience and effective leadership.

Part 2: Led by OUSD Coordinator of Systems and Operations: fostering positive relations with families – helpful protocols.

## OUSD Thriving Leadership Project

### INDUCTION LEADERSHIP INSTITUTE FOR NEW PRINCIPALS SCHEDULE AND FOCUS

#### **Day 1: Partnership, Vision, Equity**

Part 1: Meet and Greet Key district personnel - Superintendent and Associate Superintendents, Learn about the Oakland Way, Vision and Mission of OUSD, Interactive Gallery Walk of district highlights: photos of full service community schools in action (opening of health centers, African American Male Achievement Office, Manhood Development Class program highlights and snapshots, graduation photos, etc.)

Part 2: District data-current reality around OUSD celebrations and challenges-what are the district priorities and strategies.

#### **Day 2: Vision**

Part 1: Introduction to all the Leadership dimensions-history of the development and the uses of the dimensions

Part 2: Inspirational voices in OUSD. OUSD alumni reflect on their experience; current students and families share their hopes for quality schools. Reflection on why choose OUSD and personal vision for leadership. Creative arts/spoken word activities to connect to the leadership dimensions

#### **Day 3: Management and Accountability**

Led by the Operations Team: Instructional Technology Passport )get it stamped after completion of each mini training, managing the intranet tools and resources, tool boxes, mandated reporting, budget, etc. One on one support-treasure hunt contest to learn to navigate the system. One on one consultations on each school leader's budget.

#### **Day 4: Instruction and Accountability**

Part 1: Sessions led by Leadership, Curriculum, and Instruction (LCI) Content Managers and their teams on OUSD leaders' role in the transition to Common Core State Standards and Next Generation Science Standards. Current reality of work in these areas, what is expected from school sites, what support is available. Window into OUSD classrooms: video presentation. Instructional Rounds Professional Learning: explanation of the initiative and a basic training to get ready to participate.

Part 2: Human Resources: Effective Observation and Feedback. The Teacher Evaluation Cycle: expectations, sample transcripts analysis, and an opportunity to practice a mock observation and feedback session.

#### **Day 5: Resilience and Relationships**

**NATIONAL OFFICE**

30 West 26th Street  
New York, NY 10010

**BAY AREA**

225 Bush Street, Suite 1850  
San Francisco, CA 94104

**CHARLOTTE**

The Leadership Academy  
Attn: New Leaders  
7920 Neal Road  
Charlotte, NC 28262

**CHICAGO**

17 North State Street, Suite 1790  
Chicago, IL 60602

**GREATER NEW ORLEANS**

(Orleans Parish and  
Jefferson Parish)  
200 Broadway, Suite 108  
New Orleans, LA 70118

**MARYLAND**

(Baltimore and  
Prince George's County)  
1500 Union Avenue, Suite 1400  
Baltimore, MD 21211

**MEMPHIS**

2701 Union Avenue Extended  
Suite 300  
Memphis, TN 38112

**NEW YORK CITY/NEWARK**

30 West 26th Street  
New York, NY 10010

**WASHINGTON, D.C.**

1432 K Street NW, 2nd Floor  
Washington, D.C. 20005

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*Manual Adrianzen (Cohort 7),  
principal at Alfred Nobel in  
Chicago, leads students Joselin  
and Brian, class of 2018.*

**Our vision**

We envision a day when there is educational excellence and equity in America—when our country's public schools ensure that every student is prepared for success in college, careers and citizenship.

**Our mission**

Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

New Leaders admits program participants of any race, color, and national or ethnic origin. For more information, please go to <http://www.newleaders.org/apply-now/admissions-policy/>.



New Leaders

Learn more at [www.newleaders.org](http://www.newleaders.org).

**Principal Felipe O. Jackson**

The Great Gilmore Elementary School #107, Maryland

When Felipe became principal of Gilmore, it was the lowest performing elementary school in Baltimore City Public Schools. It had a low teacher retention rate; low parental involvement; lack of accountability for students and adults; non-existing community partnerships; no additional resources; no after school programs; no use of data to drive instruction nor decisions; and four different principals within the last five years.



"I joined New Leaders so that I can be a part of the civil rights movement of the 21st century."

Felipe O. Jackson

However, the school is now moving in the right direction. Under Felipe's leadership, it built functioning committees and partnerships, increased parental involvement with monthly parent and community

meetings, developed after school clubs and programs, and the administration and teachers collaboratively developed student behavioral expectations. As a result of these changes, Felipe led the school to the second-highest gains in math and the entire state of Maryland in 2012. And, 98 percent of the staff—who helped the students succeed at this level—will be returning next school year.

In Felipe's words, "Being a New Leader means that I must continue to inspire a vision to uplift our community and advocate for those who have been neglected. Being a New Leader means that I must model the efficacy that I expect from others in order to mobilize individuals to accomplish our goal."

**DEMOGRAPHICS**

New Leaders come from diverse backgrounds, including:

- Accomplished, experienced educators with a record of instructional leadership
- Former teachers who now work for non-profits or for-profits
- Former business and non-profit leaders who became teachers
- Early career teacher leaders who have delivered results in a short period of time



**School Levels**

34% Elementary  
21% K-8  
15% Middle  
7% 6-12  
18% High



**Participant Ethnicity**

57% African-American  
27% White  
8% Hispanic or Latino  
2% Asian  
5% Multiracial/Other

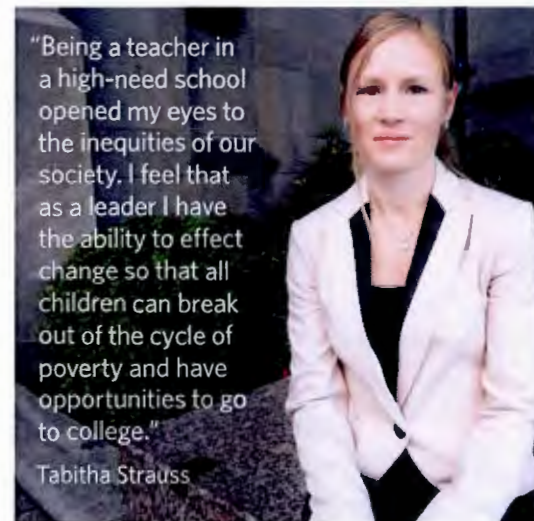
**Cohort 12 Resident Tabitha Strauss**

Eagle Academy for Young Men II, New York

Early in her career, Tabitha Strauss received a card from a student that read, "I hope you have endless blessings, uninterrupted happiness and greater satisfaction. Put in as much effort as you can to become a principal." She carries it with her every day as inspiration to become everything she wants to be.

Tabitha brings nine years of teaching and leadership experience with her to the Aspiring Principals Program. In her classroom, she held high expectations for her students that led to 90 percent pass rates on the New York State exam for the last two years. She decided to become a school leader after taking on positions outside of the classroom, including joining the Emerging Leaders Program last year.

Tabitha will serve her Residency Year at Eagle Academy for Young Men II in Brooklyn, New York, under the mentorship of New Leader Principal Rashad Meade (Cohort 7) and New Leader Assistant Principal Tara Lohr-Bringley (Cohort 11). She looks forward to developing her practice with the support of fellow New Leaders, learning new skills and meeting challenges that push her out of her comfort zone.



"Being a teacher in a high-need school opened my eyes to the inequities of our society. I feel that as a leader I have the ability to effect change so that all children can break out of the cycle of poverty and have opportunities to go to college."

Tabitha Strauss

**DID YOU KNOW?**

96

The percent of teachers who rated supportive leadership as absolutely essential or very important to retaining good teachers—more than any other factor.

25

The percent of a school's total impact on student achievement that the principal accounts for, making them the single most influential person in the building.

20 percentage points

The difference in student achievement between an average and an above-average principal

Since 2001, we have trained almost 900 school leaders who are driving results for more than a quarter million students in high-need schools across the country. New Leader Principals all have a drive to action; they do not give up until all their students get the excellent education they need for success in college and life.

## Before the Residency Year

### Local Induction

Once accepted into the Aspiring Principals Program, you will take part in a local induction program from May–June where you will learn more about New Leaders, details of the Residency and all required program expectations. Local inductions also provide opportunities for you to meet and connect with your local cohort members.

### Summer Foundations

Residents gather as a national cohort during the summer to learn from experts in the field and from each other. Courses are mapped directly to the Urban Excellence Framework™—our research-based guide of leadership actions taken by successful principals to drive teacher effectiveness and student learning.

## During the Residency Year

### Local Program

Most learning occurs in our cities where you become a Resident principal—a full-time, paid leadership role in a school mentored by an experienced principal with a track record of success. In this role, you engage in coursework with local staff and seasoned New Leaders. At the end of your Residency Year, you can seek a school leadership position within our partner districts at existing district or charter schools or as a founding principal of a brand-new school.

### National Seminars and Virtual Learning

Residents gather in person at different times throughout the year to continue to learn from experts in the field and from each other. Leadership trainings are also held through online webinars throughout the year to allow you to learn on your own time.

## After the Residency Year

### New Principal Support & the New Leader Network

We continue to support you through your first year as a Principal and into your second year as a high school Principal. It is our promise to make sure you continue to receive professional development that is tailored to the needs of your principalship. Beyond the Principal Institute, New Leader Principals join a network of 900 New Leaders across the country and have access to a wide range of resources and support at the local and national levels.

## Selection Standards

Our research and work to train school leaders has taught us that successful principals excel in the following areas, and we use these proficiencies as the Selection Standards for our admissions decisions.

1. Personal leadership
2. Learning and teaching/data-driven instruction
3. Vision, mission and values—strategy driven by data
4. Systems and operations
5. School culture
6. Human capital management

We seek outstanding current and former educators who demonstrate:

- A relentless drive to transform an underperforming public school
- A firm belief that effective leadership practices have a direct impact on academic performance
- Instructional expertise
- The drive to make a real difference in the lives of students from low-income communities

Graduates of our program are considered to be some of the most highly qualified principal candidates in our partner cities. Eighty percent of New Leaders are hired as principals within two years, compared to only about 20 to 30 percent of alumni from traditional training programs. Additionally, 92 percent are placed in a school leadership role immediately following Residency.

## Admissions Process

In most of our locations, the Emerging Leaders Program, which focuses on developing the leadership skills and talents of teachers, is the primary pathway to the Aspiring Principals Program. There is also a national admissions process for applicants who are not eligible for the Emerging Leaders Program because either they do not work in a location where we offer the program, or because they are not currently in a teaching or school-based instructional role.

“New Leaders provides a community of colleagues for me [with] support, encouragement, and new ideas. We’ve been able to host Residents, visitors, and meetings, and it has really helped our school stay connected to the larger urban education reform movement.”

Misha Simmonds  
Cohort 7, Newark,  
Executive Director of  
University Heights  
Charter School

“If it wasn’t for New Leaders, I would not be a school leader. You need to have a support system; you need to have a family; and you need to have the best experts who can guide you through the process—because you can’t do it alone.”

Helda Morad-Meliotis  
Cohort 11, Prince  
George’s County,  
Principal of Thomas  
Stone Elementary