



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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# **EMPOWERING & ENSURING EFFECTIVE TEACHERS TASK FORCE**

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Staff Lead: Ash Solar

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# Alignment with District Vision

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## **OUSD MISSION/VISION**

**All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.**



## **OUSD GOAL**

**To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.**



## **HIGH QUALITY EFFECTIVE INSTRUCTION GOAL**

**To ensure that every day, every year, every child in Oakland has high quality effective instruction delivered by the best and brightest professional in the Bay Area.**

# Goals & Deliverables

## **TASK FORCE GOALS**

- Build a common understanding and definition of high quality effective instruction.
- Leverage local and national talent and expertise to inform work and build a learning community.
- Facilitate an OUSD teacher convention, which will consist of two teacher representatives from each school site, to define high quality effective instruction.
- Develop protocols, video clips, rubrics, and other tools and processes to further common understanding of high quality effective instructions.
- Align recruitment, development, evaluation, and strategies to high quality effective instruction

## **TASK FORCE DELIVERABLES**

- Report to Board defining “High Quality Effective Instruction” and “Effective Teaching” as well as the conditions and systems necessary to realize them both in every OUSD classroom.
- Protocols, video clips, rubrics, and other tools and processes to build common understanding of HQEI in each subject area.
- Subject matter leadership networks focused on HQEI for diverse learners that will enrich OUSD educators’ leadership capacity and instructional delivery skills
- Master list of classrooms that evidence HQEI
- Established baseline for recruitment, retention, evaluation, and compensation to be aligned to HQEI

# Operating Norms & Work Structure

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## **OPERATING NORMS**

- Share meeting agendas and resources on HQEI Task Force website
- Focus on facilitating a successful teacher conference and community engagement around defining high quality effective instruction; not on defining high quality effective instruction
- Value refining and contextualizing, not simply reinventing or creating

## **WORK STRUCTURE**

- Convene every other Thursday afternoon, from 4-6 PM, beginning Sep. 16th, 2010.
- Subcommittees will convene during weeks in which the entire Task Force does not.
- Facilitate a 3-day convention of teachers to define teacher effectiveness in the Fall.
- Facilitate multiple community engagement opportunities across all stakeholder groups through the Spring.
- Synthesize the work of teachers and community into a final report and recommendations to the Board.

# Key Dates & Project Plan Overview

## KEY DATES

- Sep. 16th: Task Force Kick-Off Meeting
- Sept. 29th: Video Announcement/Invitation from OUSD & OEA to Teachers
- Nov. 22nd-24th: Effective Teacher Conference\*
- Dec. 15th: Present Initial Report to the Board
- Jan. 12th: Kick-Off Broader Community Engagement re: Initial Report
- May 18th: Present Final Report & Recommendations to the Board

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Synthesize Research & Best Practices	█									
Facilitate Teacher Convention		█								
Support Subcommittees				█						
Support Community Engagement						█				
Report to Board				█					█	

\* Tentative Conference Dates

# Interdependencies with Other Task Forces

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- Effective Principals & Leadership Task Force
  - Align expectations of principals with the identified necessary supports and conditions to ensure effective teaching in every classroom.
- Full-Service Community Schools Task Force
  - Align expectations of teachers with any potential new responsibilities that result from the transition to full-service community schools
- Common Core Standards & Curriculum Task Force
  - Align expectations of teachers with regards to lesson planning and delivery to the new OUSD standards and curriculum
- Quality School Development Group
  - Align the expectations of teachers with the identified qualities of high quality, effective schools.

# Task Force Membership

NAME	TITLE	ORGANIZATION	TASK FORCE ROLE
Maria Santos	Deputy Superintendent, ILE	OUSD	
Ash Solar	Manager, Talent Mgmt. Initiatives	OUSD	
Lisa Spielman	Manager, NTSD	OUSD	
Hope Tellusfrud	Program Manager, BTSA	OUSD	
Anthony Cody	Coach, Science	OUSD	
Caleb Chueng	Program Manager, Science	OUSD	
TBD	Principal, HS	OUSD	
TBD	Principal, MS	OUSD	
TBD	Principal, ES	OUSD	
TBD	PK-8 Regional Exec. Officer	OUSD	
TBD	HS Network Exec. Officer	OUSD	
TBD	Teacher, ES	OUSD	
TBD	Teacher, ES	OUSD	
TBD	Teacher, MS	OUSD	
TBD	Teacher, MS	OUSD	
TBD	Teacher, HS	OUSD	
TBD	Teacher, HS	OUSD	
Betty Olson-Jones	President	OEA	
Gina Parrish	Staff Member	OEA	
Lisa Barrett	Partner	TNTP	
Tamara Arroyo	Director, Teacher Leadership Initiative	TFA	

# Guiding Effective Practices & Research

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## **NATIONAL MODELS**

- California's *Standards for the Teaching Profession*
- Carol Dweck's *Mindset*
- Charlotte Danielson's *Framework for Teachers*
- Colorado's *Performance Based Standards*
- Connecticut's *Common Core of Teaching*
- Doug Reeve's *Unwrapping Standards*
- Insight Education Group's *Strategic Design for Student Achievement*
- Martin Haberman's *Star Teacher*
- Massachusetts' *Principles for Effective Teaching*
- Mike Schmoker's *Results Now*
- National Board's *Professional Teaching Standards*
- New Teacher Center's *Developmental Continuum*
- New York State's *Teacher Certification Framework*
- North Star Academy's *Teacher Evaluation Rubric*
- Pittsburgh's *RISE*
- Research for Better Teaching's *Skillful Teacher*
- Robert Marzano's *Classroom Instruction that Works*
- Robert Pinata's *Classroom Assessment Scoring System*
- Teach for America's *Teaching as Leadership*
- Texas' *TxBess Framework*
- Washington D.C.'s *IMPACT*
- Wiggins & McTighe's *Understanding by Design*



# Guiding Effective Practices & Research (cont.)

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Effective Evaluation. Principal Leadership, March 2009. (Free version not available).  
Sawchuk, Stephen. New Teacher-Evaluation Systems Face Obstacles. EdWeek, December 11, 2009. (See <http://www.edweek.org/login.html?source=http://www.edweek.org/ew/article...>).

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The Widget Effect. The New Teacher Project, 2008. (See <http://widgeteffect.org/>).

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Toch, Thomas. Test Results and Drive-By Evaluations. EdWeek, March 5, 2008. (See <http://www.edweek.org/login.html?source=http://www.edweek.org/ew/article...>).

Using Open Innovation to Reform Teacher Evaluation. The Hope Street Group, 2009. (See <http://www.hopestreetgroup.org/content/index.php/publications/235-policy...>).

Broward Teachers Union (Fort Lauderdale, Fla.) - Working to design a compensation plan with teachers that will use student achievement measures—including standardized test scores—as one of several factors in determining teacher pay. (See <http://www.aft.org/innovate/grantees.htm>).

Chicago Public Schools. (See <http://www.thefundchicago.org/index.php?tray=content&tid=0911ktop1&cid=0...>).

Cincinnati Public Schools – Teacher Evaluation. (See <http://www.cps-k12.org/employment/tchreval/tchreval.htm>).

College Ready Promise – Coalition of five Los Angeles Charter Management Organizations working together on teacher effectiveness. (See <http://www.thecollegereadypromise.org/>).

District of Columbia Public Schools – IMPACT: The DCPS Effectiveness Assessment System for School-Based Personnel (see <http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT...>).

Minneapolis Public Schools – The System for Teacher and Student Advancement (see <http://tap.mpls.k12.mn.us/>).

New York State United Teachers & Rhode Island Federation of Teachers and Health Professionals – collaborating on a multi-district approach to more rigorous and meaningful teacher evaluation. (See <http://www.aft.org/about/innovate/>).

# Guiding Effective Practices & Research (cont.)

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Prince George's County (Maryland). (See <http://www1.pgcps.org/SFSF/index.aspx?id=112214>).

Rhode Island. (See [http://www.nctq.org/docs/School\\_superintendents\\_told\\_to\\_abolish\\_teacher...](http://www.nctq.org/docs/School_superintendents_told_to_abolish_teacher...)).