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Introduction Date	2/8/17
Enactment Number	
Enactment Date	
By	



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

To: Board of Education
From: Antwan Wilson, Superintendent

Subject: **District Acceptance of Grant Award - District Newcomers**

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award from Walker and Elise Haas Fund in the amount of \$100,000.00 to support District's Newcomer English Learners as described initial grant application, pursuant to the terms and conditions thereof, for the period of November 15, 2016 through November 15, 2017, and authorization to submit Amendments thereto, for the term for the grant year, if any.

BACKGROUND:

Grant Award for OUSD schools for the 2016-2018 fiscal years were submitted for funding as indicated in the chart below. The Grant Face Sheet and Grant Award letter are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
17-0160	Yes	Grant	English Language Learner & Multilingual Achievement (ELLMA) Office	Professional Development and Teacher Retention activities for teachers of Newcomer ELLs	November 15, 2016 through November 15, 2017	Walker and Elise Haas Fund	\$100,000.00

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 award letter 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: \$100,000.00

RECOMMENDATION:

Acceptance by the Board of Education of Grant Award from Walker and Elise Haas Fund in the amount of \$100,000.00 to support District's Newcomer English Learners as described initial grant application, pursuant to the terms and conditions thereof, for the period of November 15, 2016 through November 15, 2017, and authorization to submit Amendments thereto, for the term for the grant year, if any.

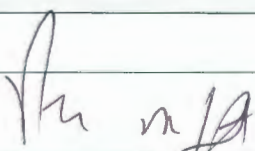
ATTACHMENTS: Grant FaceSheet, Grant Award Letter, Agreement to Grant Purpose and Objectives, Grant Narrative & Budget

OUSD Grants Management Facesheet

Title of Grant: Newcomer Teacher Development Retention	Funding Cycle Dates: 11/15/2016-11/15/2017
Grant's Fiscal Agent: Susan Kagehiro, Susan@haassr.org 1 Lombard Str #305, San Francisco, CA 94111	Grant Amount for Full Funding Cycle: \$100,000.00
Funding Agency: Walter and Elisa Haas Fund	Grant Focus: Newcomer English Learners
List all School(s) or Department(s) to be Served: English Language Learner and Multilingual Achievement Office, Site 954	

Information Needed	School or Department Responses
How will this grant contribute to sustained student achievement or academic standards?	Developing and retaining teachers of newcomers is essential to fostering the achievement of this rapidly growing student group.
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 5.17% 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.)	All professional learning activities associated with the grant will be subject to pre and post evaluations in order to assess impact on educators participating. Teacher retention will be monitored through tracking of teachers returning or leaving OUSD between 2016-2017 and 2017-2018 school years as well as between 2017-2018 and 2018-2019 school years.
Does the grant require any resources from the school(s) or district? If so, describe.	No
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 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
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
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Nicole Knight, Executive Director, English Language Learner and Multilingual Achievement (ELLMA) nicole.knight@ousd.org, 510-879-1123 1000 Broadway, Suite 398, Oakland, CA 94607

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)	Nicole Knight		1/18/17

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		

WALTER & ELISE HAAS FUND

November 21, 2016

Antwan Wilson
Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, California 94607

RE: Agreement for Grant WEHF-20160965

Dear Superintendent Wilson:

On behalf of the Board of Directors of the Walter and Elise Haas Fund, I am pleased to inform you of the grant award of \$100,000 to Oakland Unified School District for professional development for teachers of newcomer students. The grant period is November 15, 2016 to November 15, 2017. A report will be due on November 29, 2017.

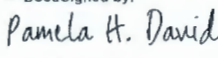
Consideration will be given to a second-year renewal of \$100,000, subject to the satisfactory review of progress achieved during the previous year


This letter and its appendices constitute a legally binding agreement. It will be effective upon our receipt of this letter and the *Agreement to Grant Objectives* (Appendix A), both signed by an authorized representative of your organization. We will arrange for payment of the \$100,000 upon receipt. Please keep a copy for your files.

Please read Appendix B, *Grant Terms and Conditions*, very carefully, including reporting requirements.

Please direct all future reports and correspondence to Susan Kagehiro. On behalf of the Fund's Board and staff, let me express how delighted we are to support this important work. We wish you every success.

Sincerely,

DocuSigned by:

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Pamela H. David
Executive Director

cc: Devin Dillon
Nicole Knight
Susan Kagehiro 

Trustees

Wally Haas, *President*

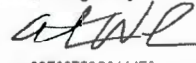
Elizabeth H. Eisenhardt • John D. Goldman • William S. Goldman • Jennifer C. Haas • Peter E. Haas, Jr.

Pamela H. David, *Executive Director*

Antwan Wilson
November 21, 2016
Page Two

RE: Agreement for Grant WEHF-20160965

Accepted on behalf of Oakland Unified School District:

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Date: 11/23/2016 | 7:12 AM PST

Antwan Wilson
Superintendent

Appendix A: Agreement to Grant Objectives
Appendix B: Grant Terms and Conditions
Appendix C: Annual Reporting Instructions

APPENDIX A: AGREEMENT TO GRANT PURPOSE AND OBJECTIVES

OAKLAND UNIFIED SCHOOL DISTRICT NOVEMBER 15, 2016 THROUGH NOVEMBER 15, 2017

This grant is awarded with the understanding that the entire amount will be expended to address the following agreed-upon purpose and objectives. While minor changes in plan are expected, if your organization wishes to modify these fundamental intentions of the project, you must seek prior written approval of the Walter and Elise Haas Fund.

Purpose: Professional development for teachers of newcomer students

Steps you will take to achieve your results:

To improve the instructional practice of newcomer teachers, we will:

- Establish content area and grade level lesson study groups for a professional learning community of newcomer teachers.
- Provide a speaker series featuring experts on the social emotional supports needed for quality teaching in newcomer classrooms.
- Develop a rigorous and supportive community of practice through inquiry-based professional learning in partnership with the Mills Teacher Scholars program.

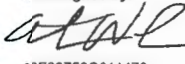
To improve the retention rates of newcomer teachers, we will:

- Develop teacher leaders to increase expertise and investment in teaching newcomers.
- Establish a self-care practice specifically for newcomer teachers.
- Develop curricular guidance and resources for content-area newcomer teachers.

What will change as a result of your project:

- 50 newcomer teachers will increase their knowledge of effective pedagogy for newcomer students in a content-specific contexts.
- 75 newcomer teachers and 50 community stakeholders will increase their knowledge of community resources available to support newcomers and build connections to networks of resources available for newcomers.
- An increase in teachers' skills in managing the trauma that surfaces in newcomer classrooms and the establishment of a collaborative community of newcomer teachers.
- An increase in newcomer teaching expertise and commitment to teaching that population as well as increased efficacy, retention rates, and job satisfaction and decreased stress levels amongst newcomer teachers.
- New teachers of newcomers will have access to an intensive inquiry to equip them to begin meeting the needs of their students at the start of the year.
- Greater rigor of teaching and learning will be evident in newcomer classrooms as a result of the Mills Teacher Scholars program.

Accepted and agreed:

DocuSigned by:

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Antwan Wilson
Oakland Unified School District

RE: Agreement for Grant WEHF-20160965
November 21, 2016

Applicant Agency: Oakland Unified School District, ELLMA
 Request to W&E Haas Fund **\$200,000.00** for 24 months

PERSONNEL	SALARY	FTE	YEAR ONE	YEAR TWO
Salaries				
Teacher stipend for Mills Teacher Scholars (w/ Fringe)		1.00	15,000	15,000
Teacher Stipends for Lesson Study (w/ Fringe)		1.00	25,000	25,000
Teacher Leader Stipends (w/ Fringe)		1.00	15,000	15,000
Substitute Teachers (w/ Fringe)		1.00	15,000	15,000
	RATE			
Subtotal, Salaries, Wages & Benefits			\$ 70,000	\$ 70,000
Consultants & Professional Fees				
Consultant(s) / conference fees to Provide Facilitated Teacher Self Care Activites			15,000	15,000
Honararia for Speaker Series Speakers			5,000	5,000
			-	-
Subtotal, Consultants & Professional Fees			\$ 20,000	\$ 20,000
Total Personnel Expenses			\$ 90,000	\$ 90,000
NON-PERSONNEL				
Meeting Refreshments (for lesson study, speaker series, self care activities)	ANNUAL TOTAL	% of EXPENSE	YEAR ONE	YEAR TWO
	7,000	100%	7,000	7,000
Professional books	2,000	100%	2,000	2,000
Promotional and informational materials and supplies	1,000	100%	1,000	1,000
Meeting Refreshments from other funding: Silicon Giving and the Silver Valley Foundation	3,000	0%	3,000	3,000
	-	0%	-	-
Indirect cost			-	-
Fiscal sponsorship fee (if applicable)			-	-
Total Non-personnel Expenses			\$ 10,000	\$ 10,000
Total Expenses			\$ 100,000	\$ 100,000
GRAND TOTAL FOR TWO YEAR GRANT				\$200,000

Newcomer Teacher Development and Retention

Proposal to the Walter and Elise Haas Fund from Office of English Language Learners and Multilingual Achievement
Proposal Period November 1, 2016 through October 31, 2018

INTRO: Summary and applicant organization

Building on the work of 2015-16 in partnering with Mills College in the design of a newcomer program certificate made possible by the previous grant, OUSD proposes to use a variety of strategies to professionally develop and retain high quality teachers of newcomer students.

Oakland Unified School District, *English Language Learner and Multilingual Achievement*

The English Language Learner and Multilingual Achievement (ELLMA) Office was established in 2013 to improve the quality of instruction and programs in service of English Language Learners (ELLs). Our mission is to work collaboratively with all stakeholders to provide ELLs with equity and access to an excellent education, and to ensure all ELLs achieve at high levels and graduate from OUSD schools prepared for college, career and ready to contribute to their community. We are guided by three strong beliefs about our ELLs:

- We believe, that given the right support, our English Language Learners can achieve at high levels and graduate college, career, and community ready.
- We believe that students' home language and culture are tremendous assets that we must leverage for their own learning and that of their community.
- We believe that all educators in our system are responsible for our English Language Learners, and therefore all teachers are language teachers.

We have completed our first year in a three-year plan, the [OUSD Roadmap to ELL Achievement](#) (see attached), which includes a pillar of significant work to improve the educational experience and outcomes for our growing newcomer population. At the center of this plan is a commitment to develop teachers' capacity and expertise to provide meaningful and language-rich instruction that addresses both the academic and non-academic needs of our newest arrivals, with special attention to our unaccompanied minors and refugee students. For a report on progress-to-date see our [Year One Report](#) (see attached).

Mills Teacher Scholars

Mills Teacher Scholars (MTS), a program of the award-winning Mills College School of Education, is an innovative teacher professional development program that positively impacts the learning of over 9,000 students in Alameda County. Mills Teacher Scholars is designed to build teachers' ability to assess learning from an evidenced-based perspective. As teachers analyze their data and become smarter about the learning challenges their students face, they are prepared to alter their teaching practice to better meet their students' needs. By improving their teaching practices, educators open new learning opportunities that ultimately result in better academic outcomes for students. Teachers learn to frame questions, plan teaching that will make student learning visible, and collect and analyze data from students in a systematic way – all of which are essential teaching skills to ensure high quality teaching and learning. Our approach draws on the model of the scholarship of teaching developed by the Carnegie Foundation for the Advancement of Teaching as well as on Dr. Anna Richert's experience from over two decades of preparing Mills College teacher credential candidates and leading teacher research projects for Bay Area teachers. Like Carnegie, Mills Teacher Scholars recognizes the expertise of teachers and the importance of developing that expertise over each teacher's career. This approach has proven effective, with 89% of the focal students meeting or partially meeting the indicators of success on the routine data sources. WestEd's evaluation of Mills Teacher

Scholars reported that 100% of teachers shifted their practice as a result of what they learned through their Mills Teacher Scholars inquiry.

PROJECT NARRATIVE: Statement of Need

Addressing the needs of English Language Learners (ELLs), including newcomers, is a compelling and urgent issue for the education community. By the end of the 2016-17 school year, the number of newcomers in OUSD is projected to be double what it was during the 2012-13 school year, reaching a total of approximately 2,500 compared with 1,278 just four school years earlier. This drastic rise in numbers of newcomers is predominantly attributed to refugee students and unaccompanied minors, largely from Central America, many of whom are fleeing violence, human trafficking or persecution in their home country. In the 2015-16 school year alone, 1,181 newcomers entered OUSD. It is predicted that by the end of the 2016-17 school year, one in seven high school students in OUSD will be from this population. Most OUSD teachers have completed only minimal course work in English Language Development as part of their credential program and are ill-prepared to meet the language development needs of students. Yet nearly all teachers in OUSD will need targeted professional development in order to successfully teach newcomer students, who bring numerous strengths but also challenges such as interrupted schooling, deep trauma, and unstable living situations.

In Oakland, approximately half of ELL students graduate on time; 39.5% drop out before graduation and only 22.3% graduate A-G compliant and are qualified to apply to a four-year university (OUSD, 2016). Similar dismal numbers can be seen at the state level where ELL students underperform nearly all other sub-groups, and the statistics are particularly acute for unaccompanied minors. In Oakland, 95% of all unaccompanied minors come from Guatemala, Honduras, and El Salvador (Gordon, 2014). The destinations of these children tend to be mostly large urban centers, with Oakland and the San Francisco Bay Area one of about ten such sites (Park, 2014). Because of their particular circumstances, unaccompanied minors usually have limited or interrupted formal education, commonly experience abuse and physical or psychological trauma before and during their trip to the US and, once here, can be victims of labor exploitation or sex trafficking and experience homelessness (NAEHCY, 2014). Unaccompanied minors also experience cultural and social dislocation and linguistic and academic challenges commonly associated with sudden and forced migration (Gozdziak, 2015).

Within this context, OUSD has taken many steps to address the professional learning needs of teachers serving the newcomer population. With the support of the previous Walter & Elise Haas grant, the 2015-16 school year saw a dramatic increase in the professional development venues available to this teacher population. Monthly learning sessions facilitated by the ELLMA office supported basic understanding of language acquisition and foundational strategies for teachers of newcomers. A cohort for newcomer teachers was offered by Mills Teacher Scholars, allowing a cadre of newcomer teachers to go through a supported year-long inquiry process. And a professional learning series, in partnership with Mills College, took place in the spring of 2016 to provide teachers resources to develop a trauma-informed pedagogy in response to the many newcomers arriving with significant trauma.

Statement of Problem

In an effort to build on the successes of 2015-16 while continuing to address the need to improve teacher practice and to retain high quality teachers, we conducted an evaluation of our professional learning offerings and assessed the needs of teachers and students. Here we outline the issues that surfaced that will help us address the two broad areas of need through the proposed grant activities.

I. Improving Teacher Practice through Effective and Ongoing Professional Development

- A. **A Lack of Content-Embedded Professional Learning for Newcomer Teachers** - Professional learning opportunities for teachers of newcomers thus far have flattened this teacher population into one group, assuming a uniformity of need that does not exist. Teachers of newcomers in elementary classroom settings have dramatically different needs, questions, and challenges than high school teachers working to provide access to grade level content to emerging language learners. The challenge of meeting the needs of a diverse teacher audience has become more acute as the teacher population serving newcomers has grown with the student population. Moreover, secondary teachers of newcomers currently have to choose between attending content-area PD or content neutral PD focused on the language needs of newcomers. The growth in the newcomer population also allowed a “critical mass” of teachers serving newcomers in content areas to develop, making collaborative groups rooted in content areas more possible than ever before.
- B. **A Large Number of New Teachers** - Because of the explosion of newcomer student and corresponding teacher populations, we have a significant number of teachers who are either brand new to the profession (including those teaching with emergency or intern credentials) or new to teaching newcomers. We continue to better understand what specialized competencies these teachers need to be successful including knowledge of language acquisition and related instructional strategies, cultural competence, and attention to the social emotional needs of students. We acknowledge that our professional development offerings cannot be a one-size-fits-all and must provide multiple entry points that are appropriate to the level of experience and skill set of different profiles of teachers.
- C. **Inquiry without Input** - While authentic inquiry, such as our Mills Teacher Scholars work, is undoubtedly a key vehicle to support growth in teacher practice and positive student outcomes, the needs for professional learning among teachers of newcomers require that inquiry be married with input of pedagogical content. Teachers of newcomers across the spectrum of experience need exposure to strategies and practices that will support the language acquisition of students. Inquiry without strategic learning about language development presupposes that teachers of newcomers are arriving at the inquiry table with a full toolkit of strategies and practices to serve their students. Instead, we must design inquiry learning settings that assume that teachers are developing their toolkit at the same time as they investigate how and why certain tools are better suited to their particular students.

II. Retaining High Quality Teachers

- A. **No Newcomer Teacher Leadership Model** - While the Teacher Leader model is integrated into professional learning across OUSD, there is currently no formal process for teachers of newcomers to assume leadership with their peers. With the large and growing newcomer teacher population, cultivating teacher leadership is a crucial step towards creating supports for teachers who may be overwhelmed or isolated at their sites and creating pathways for leadership, which research suggests leads to increased teacher retention.
- B. **Burn-out and Vicarious Trauma** - Teachers are often overwhelmed by the myriad of challenges that our newcomers face that are barriers to their learning including trauma, unstable living conditions, deportation hearings, and financial debt or other obligations. While there are many initiatives in direct support of students and families, currently, there is no effort to address the stress and vicarious trauma experienced by our teachers. We believe that addressing the need for self-care has the potential to significantly increase the effectiveness of teachers as well as the retention rate.
- C. **Lack of Curriculum Appropriate for Newcomers** - Outside of English Language Development programs, there are very little resources and materials available that are accessible to newcomer

students in the content areas. While experienced teachers have typically built out their bank of materials and instructional units, new teachers or teachers new to the newcomer classroom are left to build lessons and units from scratch, creating an even greater burden on their workload.

We have two main goals:

Goal #1: To deepen professional development for a community of teachers around instructional best practices and social emotional learning to support the diverse needs of our growing newcomer student and teacher population.

Goal #2: To improve retention rates of teachers who serve the newcomer student population.

Goal #1 addresses the need for a professional development catered to the unique needs and challenges of newcomer teachers. Ultimately, we want to ensure that teachers of newcomers are able to grow professionally through sharing best practices, peer-observations, and quality reflection around pedagogy and social emotional learning. To accomplish this goal, we have outlined three concrete outcomes for the duration of the grant.

- Objective 1.1: Establish content area and grade level lesson study groups for a professional learning community of newcomer teachers.
- Objective 1.2: Provide a speaker series featuring experts on the social emotional learning and wrap-around supports for newcomer students and families.
- Objective 1.3: Develop a supportive community of expert teachers and an inquiry-based approach to professional learning through the Mills Teacher Scholars program.

Goal #1 will result in these changes:

- Teachers of newcomers will be able to engage in authentic inquiry with their colleagues around questions related to effective pedagogy within their content area.
- Teacher leaders who support newcomer PLCs will be able to effectively facilitate professional learning for their colleagues and contribute to other initiatives in support of newcomers.
- Teachers and other educators will have greater understanding of and access to the supports and tools to address the social emotional needs of newcomer students.
- The three above outcomes will ultimately result in improved outcomes for newcomer students.

Goal #2 addresses the real phenomena of the high rates of turnover not only in the field of teaching, but particularly for teachers of high-need populations such as the newcomer student population in OUSD. Teachers of this population face many daily stresses and obstacles which may feel insurmountable without adequate resources, support and encouragement. In order to ensure greater rates of retention among newcomer teachers, we have outlined three methods of building support for this group.

- Objective 2.1: Develop teacher leadership in experienced teachers leading to increased expertise, agency, and investment in the profession.
- Objective 2.2: Establish a teacher self-care practice to address the vicarious trauma experienced by teachers of newcomers.
- Objective 2.3: Cull, develop and refine quality curriculum specifically for newcomer students, in the content areas of history, math and science, thereby easing the load for content-area teachers of newcomers.

Goal #2 activities will result in these changes:

- Teacher leadership will build expertise at the site-level and investment in the profession.
- Support and self-care tools will buffer feelings of burnout, secondary trauma and isolation, leading to greater job satisfaction.
- Content-area newcomer teachers will have access to high quality materials that integrate content and language instruction, resulting in a greater sense of efficacy and a lighter work-load.
- The three above outcomes will lead to increased job satisfaction and teacher retention rates.

PROGRAM DESCRIPTION

Teacher Development

Teaching newcomer students successfully requires a unique subset of pedagogical knowledge and tools. In order to ensure that teachers develop this specialized toolkit, we have outlined three methods of teacher development: a lesson study cohort, a speaker series on social emotional issues specific to newcomer students, and collaborative inquiry-based professional development through the Mills Teacher Scholars program.

The first method of teacher development, lesson study, is an ideal vehicle for supporting teacher practice of complex settings such as the newcomer classroom. This teacher-led approach builds community among content-alike teachers and addresses the need to differentiate professional development by grade-level and content area. The lesson study model provides a collaborative structure to engage in lesson design, peer observations, and reflection around a shared problem of practice in order to refine the specific pedagogical tools required for quality teaching of newcomers. Artifacts resulting from the lesson study cycles will be documented and shared with the broader newcomer teacher community. A more detailed description of the lesson study model can be found in an attachment to this grant proposal.

The second method of teacher development centers on a speaker series about topics affecting our newcomers and their families. The series will provide both contextual information that will lead to better understanding our students, thereby increasing teachers' cultural responsiveness during classroom instruction, and will provide information about the community resources available to immigrant students and families. Topics may include: understanding students' legal status, how to build on the language assets of students, social services available to students, and the historical context of migration and the current events resulting from that history. Through this speaker series, teachers will build a network among fellow educators and support providers connecting them to various sources of knowledge and resources within the community.

For the third method of teacher development, the Mills Teacher Scholars program, we will continue and improve upon our work from the previous year. Based on lessons learned from our 2015-16 newcomer teacher cohort, we will recruit only experienced teachers to the program and incorporate more input on pedagogical content and strategies for ELLs prior to the process of inquiry. By accepting only experienced teachers, the level of rigor evident in classroom practice and depth of inquiry for Mills Teacher Scholar participants will be higher and more consistent across the cohort. Teachers new to the profession will be encouraged to take a foundational course on language and literacy instruction for ELLs. Secondly, we will improve our work through Mills Teacher Scholars by incorporating greater input prior to the inquiry process. As a result, teachers will be supported in developing rigorous foci of study in the process of inquiry, leading to greater impact in classroom.

Teacher Retention

Greater rates of newcomer teacher retention will increase the stability of the schools and classrooms serving newcomer students, as well as ensure greater expertise amongst a more veteran population of teachers. We have outlined three methods of ensuring greater rates of retention among newcomer teachers: developing teacher leaders, establishing a teacher self-care practice, and curating and developing curricular resources for newcomer content-area classes.

The first method, developing teacher leaders, will provide newcomer teachers with a professional trajectory within which to grow and demonstrate their expertise, thereby increasing feelings of agency in the profession and providing opportunities for growth in leadership. We will cultivate teacher leaders in two ways. First we will identify and support teacher leaders to effectively lead the lesson study groups and facilitate team learning. Secondly, we will create a community of practice with the small group of newcomer site-based teacher leaders/TSAs (a new role in OUSD, now at 7 schools with newcomer programs) and support their leadership by building their capacity to effectively coach, facilitate professional learning and problem-solve complex issues. In both cases, teacher leaders will develop in their understanding of powerful teaching practices for newcomers as well as their in their ability to lead learning for others. Providing such opportunities for leadership and growth is key to keeping talent in our schools.

The second method of increasing teacher retention, a teacher self-care practice, is critical for decreasing burnout. The teacher self-care practice may manifest through a Restorative Justice-aligned circle process in which teachers are led through exercises to process the day-to-day stresses and challenges they face, moving into a place of hope. Teachers may also choose to incorporate methods of self-care aligned with the district's Social Emotional Learning framework, or approaches found outside of OUSD such as fostering self-compassion. Building capacity within OUSD to support teachers with these or other self-care practices will require careful planning and assessment of specific needs and how they align to related district initiatives. A planning and pilot year is proposed for 2016-17, wherein teacher needs can be assessed, aligned initiatives piloted, and plans laid for a more focused approach in 2017-18. Contracting for these services will allow flexibility in the approach after a needs assessment and exploration of self-care program options.

The third and final method of increasing teacher retention involves the curating, refinement and/or development of curriculum for newcomer students, especially in the content areas of history, math and science. We will research quality content-area curriculum appropriate for newcomers within and outside of OUSD and bring together a group of expert teachers, teacher leaders and specialists for a curriculum institute during the two summers of the grant period. Newcomer content area teachers frequently cite the lack of curriculum as a source of stress. By providing teachers with curricular resources specifically designed for newcomers, they will feel a greater sense of support,

less stress, and therefore be more likely to remain in service of the newcomer student population and remain in the teaching profession.

WORKPLAN & MAJOR ACTIVITIES for YEAR ONE (year two activities will be developed after evaluation of year-one goals)

September

- Lesson Study & Teacher Leaders: Publicize plan to principals and teacher leaders. Recruit lesson study teacher leaders.
- Speaker Series: Recruit speakers and panelists for fall sessions, prepare publicity materials for sessions through December. Begin publicity.
- Mills Teacher Scholars: Establish instructional frame for newcomer cohort of Mills Teacher Scholars and begin recruitment activities.
- Self-care Facilitator: no activity during this month
- Curriculum Development: no activity this month

October

- Lesson Study & Teacher Leaders: Specialists and teacher leaders prepare to begin first cycle.
- Speaker Series: Publicize first speaker event, host event, gather feedback. Publicize upcoming events.
- Mills Teacher Scholars: Finalize participants, engage ELLMA staff in training to support facilitation of cohort, hold first session. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: no activities this month
- Curriculum Development: no activities this month

November

- Lesson Study & Teacher Leaders: Participants in first cycle build community as a group and establish shared problem of practice and desired outcome of addressing problem. Specialists work after first session to synthesize a menu of potential language strategies for each group that are related to the identified problem of practice. Teacher leaders and specialists meet to calibrate facilitation.
- Speaker Series: Publicize November speaker event, host event, gather feedback. Publicize upcoming events. Begin recruiting speakers and panelists for winter and spring sessions.
- Mills Teacher Scholars: Hold second session as well as full day session to provide rich instructional frame upon which teacher inquiry questions can hang. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Initial needs assessment of teachers at newcomer sites. Engage with Restorative Justice, Social Emotional Learning, and Wellness offices to explore potential areas of alignment around self care practices for teachers of newcomers.
- Curriculum Development: No activities during this month.

December

- Lesson Study & Teacher Leaders: Lesson study teams review and select a language strategy to potentially address their problem of practice. Team members identify potential ways to experiment with strategy before next session. Members of each group experiment with language strategy selected by their group and consider potential focal students. Lessons are planned using selected language strategy and observation logistics are finalized.
- Speaker Series: Publicize December speaker event, host event, gather feedback. Finalize speakers and panelists for winter and spring sessions. Publicize upcoming events.
- Mills Teacher Scholars: Mills Teacher Scholar and ELLMA staff meet to debrief full day session and plan for next session.

- Self-care Facilitator: Based on reflections from staff at newcomer sites and suggested approaches from OUSD departments, establish priorities for self-care initiatives. ELLMA staff identify contractor(s) with capacity to facilitate these activities.
- Curriculum Development: Design surveys to collect information on use and areas for improvement in available curriculum. Determine where high quality and standards-aligned curriculum for newcomers has already been developed.

January

- Lesson Study & Teacher Leaders: Public lessons take place and team members observe each other's focal students and gather evidence. Team members review evidence from public and other lessons. Implications and potential areas for focus in future cycles are identified. Teacher leaders and specialists meet to debrief first cycle and plan modifications for second cycle.
- Speaker Series: Continue publicizing winter and spring speaker series events.
- Mills Teacher Scholars: Hold third session, teachers begin refining inquiry question based on input from full day on instructional frame. Specialists and Mills Teacher Scholar facilitators begin visiting classrooms to support data collection and inquiry question refinement. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Facilitated self-care activities continue at pilot site in partnership with contractor(s). ELLMA staff develop mid-year survey to gauge initial efficacy of programs.
- Curriculum Development: Finalize mid-year surveys on curriculum.

February

- Lesson Study & Teacher Leaders: Participants in second cycle build community as a group and establish shared problem of practice and desired outcome of addressing problem. Specialists work after first session to synthesize a menu of potential language strategies for each group. Teacher leaders and specialists meet to calibrate facilitation Lesson study teams review and select a language strategy to potentially address their problem of practice. Team members identify potential ways to experiment with strategy before next session.
- Speaker Series: Publicize February speaker event, host event, gather feedback.
- Mills Teacher Scholars: Hold fourth session, teachers continue refining inquiry question. Specialists and Mills Teacher Scholar facilitators continue visiting classrooms to support data collection and inquiry question refinement. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Facilitated self-care activities continue at pilot site in partnership with contractor(s). Mid-year surveys administered to assess impact of program to date and allow for adjustments. Information from survey used to inform any adjustments in approach with contractor(s).
- Curriculum Development: Collect mid-year information on use and areas of improvement for available curriculum.

March

- Lesson Study & Teacher Leaders: Members of each group experiment with language strategy selected by their group and consider potential focal students. Lessons are planned using selected language strategy and observation logistics are finalized. Public lessons take place and team members observe each other's focal students and gather evidence. Team members review evidence from public and other lessons. Implications and potential areas for focus in future cycles are identified.
- Speaker Series: Publicize March speaker event, host event, gather feedback.
- Mills Teacher Scholars: Hold fifth session, data collection and calibration conclude with specialists and Mills facilitators. Participants begin to consider final product to publicize their learning. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Facilitated self-care activities continue at site in partnership with contractor(s).
- Curriculum Development: Based upon collected feedback, begin designing summer curriculum development activities. Reach out to other content area teams in the OUSD Teaching and Learning Department to begin coordinating.

April

- Lesson Study & Teacher Leaders: Teacher leaders and specialists meet to debrief second cycle and identify areas for improvement.
- Speaker Series: Publicize April speaker event, host event, gather feedback.
- Mills Teacher Scholars: Hold sixth session, participants reviewing data collected and begin to synthesize conclusions to their inquiry question through consultancy with peers. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Facilitated self-care activities continue at sites in partnership with contractor(s).
- Curriculum Development: Develop tentative plans for summer curriculum development institutes in coordination with Teaching and Learning content area teams. Begin integrating plans into overall summer professional learning calendar and prepare publicity materials with teacher leaders.

May

- Lesson Study & Teacher Leaders: Team members review evidence from public and other lessons. Implications and potential areas for focus in future cycles are identified.
- Speaker Series: Publicize May speaker event, host event, gather feedback.
- Mills Teacher Scholars: Hold seventh session, participants begin developing presentation to publicly share their learning. Mills Teacher Scholar and ELLMA staff meet to debrief session and plan for next session.
- Self-care Facilitator: Facilitated self-care activities continue at sites in partnership with contractor(s). End of year survey developed by ELLMA staff to gauge year-long impact of facilitated self-care activities.
- Curriculum Development: Finalize summer curriculum development institutes and develop application for curriculum developers.

June

- Lesson Study & Teacher Leaders: Teacher leaders and specialists meet to evaluate lesson study data, identify areas for improvement, and plan for upcoming school year's cycles and other professional learning venues.
- Speaker Series: Gather data to inform the series in 2017-18.
- Mills Teacher Scholars: Final session, with presentations of learning from cohort members. Presentations shared broadly to enrich non-participating teachers.
- Self-care Facilitator: Facilitated self-care activities conclude. Survey to collect information on efficacy of programs and potential improvements for upcoming year.
- Curriculum Development: ELLMA staff and teacher leaders publicize and recruit teachers to apply for summer curriculum development institutes.

July

- Lesson Study & Teacher Leaders: Speaker Series: Finalize adjustments to program for upcoming year, begin process of recruiting speakers and panelists.
- Mills Teacher Scholars: Mills Teacher Scholar and ELLMA staff meet to debrief year and plan adjustments for subsequent year.
- Self-care Facilitator: ELLMA staff review end of year survey and articulate adjustments to improve self-care activities for following year.
- Curriculum Development: Select teacher and teacher leader curriculum developers for summer institutes.

August

- Lesson Study & Teacher Leaders: No major activities during this month.
- Speaker Series: Continue recruiting speakers and panelists. Begin developing publicity materials.
- Mills Teacher Scholars: No major activities during this month.
- Self-care Facilitator: No major activities during this month.
- Curriculum Development: Curriculum institutes take place, facilitated by ELLMA staff and content area partners in Teaching and Learning, OUSD.

ROLES & QUALIFICATIONS OF KEY PERSONNEL

Nicole Knight, Executive Director

Nicole Knight is the Executive Director of the English Language Learner and Multilingual Achievement Office at Oakland Unified School District. She is honored to have served Oakland students for the last 17 years as a teacher, teacher leader and instructional leader at the site and district-level. A National Board Certified Teacher in English as a New Language, Nicole has expertise in language and disciplinary literacy development of English Language Learners, curriculum development, and professional development for teachers and principals. She is also the mother of two bicultural and bilingual children, both students at a dual language school in Oakland.

Tom Hughes, Director

Tom Hughes is a Bay Area native who worked in Oakland middle schools for 14 years. After seven years in the classroom, Tom moved to be assistant principal at Frick Middle School before becoming principal at Bret Harte Middle School for the last four years. Bret Harte has become a hub for Newcomers and Tom continues his work supporting this population as the Director of Newcomer and ELL Programs, now beginning his second year.

Jessica Riady, Project Manager

Jessica Riady is a Project Manager in the English Language Learner and Multilingual Achievement Office. She supports the implementation of the 3-year Roadmap to English Language Learner Achievement and project manages critical ELL processes and initiatives including reclassification. Prior to her work at OUSD, Jessica was the Manager of Curriculum and Training at Education Pioneers. There she oversaw the design, implementation and evaluation of Fellowship professional development for over 550 emerging leaders annually.

Viet-Ly Nguyen, Newcomer/ELL Specialist

Viet-Ly Nguyen is Newcomer/ELL Teacher Specialist in the English Language Learner and Multilingual Achievement Office at OUSD. She taught for eight years at Westlake Middle School where she served as a Teacher Leader on the Instructional Leadership Team for both Language Arts and History. Viet-Ly has participated in a number of teacher collaborative inquiry projects including the OUSD-Mills College History/ELA Collaborative, the National Writing Project History Study Group, and Moral Reasoning with Adolescents. She is also a Bay Area Writing Project Teacher Consultant.

Holly Darling, Newcomer/ELL Specialist

Holly Darling is a Secondary Language Specialist in the English Language Learner and Multilingual Achievement Office at OUSD. She taught high school newcomer students for four years in New York City and six years in Los Angeles. She holds a M.A. in TESOL from Teachers College, Columbia University, and a Ph.D. in Education from Claremont Graduate University. For her doctoral research, she studied the peer networks of high school newcomers in specialized newcomer programs.

James Kindle, Newcomer/ELL Specialist

James Kindle, a National Board Certified Teacher, is an Elementary Language Specialist in the English Language Learner and Multilingual Achievement Office at OUSD. He taught elementary and middle school English language learners for seven years in Minneapolis Public Schools, where he co-developed the district's New-to-Country Accelerated Bilingual Academic Development program. For the past three years, he has been a teacher/co-manager of an English language summer camp in Ramallah.

EVALUATION: TEACHER DEVELOPMENT

As a result of the Lesson study activities (Objective 1.1), 50 newcomer teachers will increase their knowledge of effective pedagogy and their ability to plan and deliver effective instruction for newcomer students. We will measure their knowledge and practice in 2 ways: 1) pre and post surveys after each lesson study cycle and 2) evidence of instructional practice and impact on student learning including a research-based observation protocol and the analysis of lesson study artifacts.

As a result of the speaker series (Objective 1.2), 75 newcomer teachers and 50 community stakeholders will increase their knowledge of newcomer students' contexts and community resources. We will measure Objective 1.2 by through evaluations after each speaker session, whereby participants indicate increased understanding of community resources and important social and historical context affecting newcomers and their families.

As a result of teacher inquiry through the Mills Teacher Scholars Program (Objective 1.3, teachers will hone a specific skill in their craft. We will measure Objective 1.3 through the metrics identified in the W&E Haas grant report for Mills Teacher Scholars that include pre and post surveys, classroom data collection, and teacher reflections.

As a result of these three objectives, we expect that teachers will be better equipped to meet the language and social emotional needs of newcomer students. We will monitor progress toward these objectives using the measures indicated above after each engagement along with a deeper evaluation at the conclusion of each grant year period.

EVALUATION: TEACHER RETENTION

Teacher leader development (Objective 2.1) will result in greater newcomer teaching expertise along with greater investment in serving newcomers and overall commitment to the profession. We will measure Objective 2.1 through observations of teacher leaders' facilitation of lesson study and other teacher teams.

Teacher self-care practices (Objective 2.2) will result in increased efficacy and decreased stress levels and burnout amongst newcomer teachers. At the end of the first year, we expect to have a strong plan and rollout of self-care practices available for all newcomer teachers. At the end of the second year, we will measure Objective 2.2 through post-engagement reflections on stress management, self-efficacy, and self-compassion, as well as the desire to continue in the profession.

Curriculum development (Objective 2.3) will result in greater self-efficacy and job satisfaction amongst newcomer content-area teachers. The measure for Objective 2.3 during this grant period is evidence of increased resources and curricular guidance for newcomer teachers in the content areas.

As a result of these three objectives, we expect at least 90% retention rate amongst teachers of newcomer students over the course of the grant period. We will measure this through teacher retention rates.

FINANCES

In Oakland Unified School District the Senior Business Officer manages the department of Financial Services, ensuring effective structure and practices. This leader oversees the budget and provides frequent reports to the school board regarding current district status in terms of revenue and expenses, and projections for the future.

The goal of our funding system is to enable and support student achievement and increase our students' college and career readiness upon graduation from high school. Our district maximizes funding at the school site, where parents, community members and other stakeholders have opportunities to participate in the budgeting process and to align funding with specific performance results and activities that will result in higher student achievement.

The ELLMA Office relies primarily on Title III funding which covers the salaries of our specialists and other ELL professional development initiatives. Over the last two years, the ELLMA office has increased the number of central specialists focusing on ELLs and newcomers made possible through increased funding through the Local Control Funding Formula and in response to needs from the surge in the newcomer student population. This grant will allow us to focus on building capacity and expertise *at sites* through teacher leadership and retention that will sustain the efforts of ensuring high quality instruction for all students.

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VIII. Goals and outcomes

Steps you will take to achieve your results:

To improve the instructional practice of newcomer teachers, we will:

- Establish content area and grade level lesson study groups for a professional learning community of newcomer teachers.
- Provide a speaker series featuring experts on the social emotional supports needed for quality teaching in newcomer classrooms.
- Develop a rigorous and supportive community of practice through inquiry-based professional learning in partnership with the Mills Teacher Scholars program.

To improve the retention rates of newcomer teachers, we will:

- Develop teacher leaders to increase expertise and investment in teaching newcomers.
- Establish a self-care practice specifically for newcomer teachers.
- Develop curricular guidance and resources for content-area newcomer teachers.

What will change as a result of your project:

- 50 newcomer teachers will increase their knowledge of effective pedagogy for newcomer students in a content-specific contexts.
- 75 newcomer teachers and 50 community stakeholders will increase their knowledge of community resources available to support newcomers and build connections to networks of resources available for newcomers.
- An increase in teachers' skills in managing the trauma that surfaces in newcomer classrooms and the establishment of a collaborative community of newcomer teachers.
- An increase in newcomer teaching expertise and commitment to teaching that population as well as increased efficacy, retention rates, and job satisfaction and decreased stress levels amongst newcomer teachers.
- New teachers of newcomers will have access to an intensive inquiry to equip them to begin meeting the needs of their students at the start of the year.
- Greater rigor of teaching and learning will be evident in newcomer classrooms as a result of the Mills Teacher Scholars program.