



Coherent Governance Policies

Policy Type: Operational Expectations

OPERATIONAL EXPECTATION 11: Instructional Program

The Superintendent shall maintain a rigorous program of instructional that offers challenging and relevant opportunities for all students to achieve at levels defined in the board's *Results* policies.

- 11.1** The Superintendent shall base instruction on academic standards that meet or exceed state and/or nationally-recognized standards, align curriculum with standards, and select instructional materials that advance the achievement of the board's Results policies and that achieve continuity, integration and articulation of the curriculum by course and program.
- 11.2** The Superintendent shall ensure that instructional practice is based on a comprehensive and objective review of best practices research for effective standards-based instruction.
- 11.3** The Superintendent shall:
 - A.** Effectively measure each student's progress towards achieving or exceeding the standards to ensure that the instructional program addresses the different learning styles and needs of students;
 - B.** Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
 - C.** Appropriately involves families in setting of instructional goals for their children.
- 11.4** The Superintendent shall ensure that all instructional programs including both content and practice are regularly evaluated and modified as necessary to assure their continuing effectiveness.

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Enactment Date: 10/28/09
By: [Signature]



OPERATIONAL EXPECTATION 11: Instructional Program

I certify that the information in this report is true.

Signed: _____ Date: _____
 Tony Smith, Superintendent

Disposition of the Board
 ___ Compliance
 ___ Not in compliance

Signed: _____ Date: _____
 Noel Gallo, Board President

OE 11: INSTRUCTIONAL PROGRAM	Superintendent		Board	
	Compliance	Not in compliance	Compliance	Not in compliance
<p>11.1 The Superintendent shall base instruction on academic standards that meet or exceed state and/or nationally-recognized standards, align curriculum with standards, and select instructional materials that advance the achievement of the board’s Results policies and that achieve continuity, integration and articulation of the curriculum by course and program.</p>				

Superintendent Interpretation:

I interpret this expectation to mean that the “WHAT” of district’s standards are based upon the California academic content standards and challenge all students to reach their full potential. Any other standards adopted or used by the district will reflect equivalent or greater rigor than the state standards. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance. My staff shall ensure that district standards are regularly reviewed and updated as necessary.

I interpret "curriculum" to mean the academic program, core instructional materials and associated assessments for each subject area, grade level, and course.

I interpret "align curricula with standards" to mean that all approved curricula will be aligned to and based upon the California standards. The district will determine essential or "power" standards that will be focus for instruction in all subjects and at all grade levels. The district will also identify the "HOW WELL" or characteristics of student "mastery" or proficiency of each of the essential standards in all subjects and at all grade level that are aligned to calibrated with the state definition of proficiency on the state STAR assessments and other district assessments. Assessments will be designed to measure student progress and mastery of those standards.

In addition, to the degree possible, and regardless of content area, I interpret this OE to ensure that students acquire the reading, writing and speaking skills and dispositions associated with academic English fluency as a foundation for all OUSD curricula.

I interpret this to mean that the district's criteria for the selection and evaluation of instructional materials in OUSD prioritize the potential to achieve the targets and outcomes identified in the Board's Results policies. I also interpret this to mean that the district's criteria for the selection and evaluation of instructional materials include an emphasis on continuity, integration and articulation that will be achieved by alignment with the California academic content standards.

Core curriculum at grades K-8 in English Language Arts, History/Social Sciences, Science, Physical Education and Mathematics are currently defined by state adopted instructional programs and materials. Visual and Performing arts curriculum is integrated into other core content areas in grades K-5. In grades 9-12, curriculum is largely defined by state standards-based frameworks and district adopted texts and materials. I interpret that Policy 6400.1 defines the following disciplines in which California academic content standards shall form the foundation of curriculum, instruction and assessment in the Oakland Unified School District:

Reading/Language Arts
Mathematics
Science
History/Social Science
Visual and Performing Arts
Physical Education

Training and coaching to improve teacher instructional skill and content knowledge will be provided as well as cultural competency training for teachers to better understand the needs of diverse learners and maximize the delivery of lessons containing specific strategies known to be effective with diverse learners.

I interpret that the secondary course of study will prepare students to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry upon graduation from high school, as described in Education Code 51228 and the OUSD Board of Education resolution and future policy that requires the A-G course sequence as part of the high school graduation requirement.

I interpret that the implementation of the A-G course sequence to mean that the district will provide the necessary learning supports, realignment and dedication of resources necessary

beginning early in a student’s education so that they are prepared to successfully complete the A-G course sequence.

Superintendent Indicators and Evidence of Compliance:

OE 11: INSTRUCTIONAL PROGRAM	Superintendent		Board	
	Compliance	Not in compliance	Compliance	Not in compliance
11.2 The Superintendent shall ensure that instructional practice is based on a comprehensive and objective review of best practices research for effective standards-based instruction.				

Superintendent Interpretation:

I interpret this to mean that we will select, develop, continue, discontinue or modify curricular programs and instructional practices guided by the findings of research. I interpret “best practices” to be those that have demonstrated significant effectiveness in improving achievement and learning of students with characteristics similar to OUSD students. I interpret best practices research to be based on commonly accepted research standards, and include information at the local (OUSD), state, and national level.

I interpret a comprehensive review to be inclusive of all best practice research, but focusing on program equity and access and the key principles of high quality instruction and curriculum outlined in the Curriculum, Instruction, and Assessment Management Plan:

- Standards-alignment
- Academic Rigor
- Academic English Development
- Alignment of Assessment and Instruction

I interpret an objective review to follow a protocol that is data-based and protects against bias.

I further interpret that this review will include a process to engage key stakeholder groups such as teachers, principals and students to develop common definitions and common understandings of effective instruction. The purpose of the review will be to develop a framework for instruction that describes the elements of high quality instruction that results in high levels of learning for every student, every classroom, every day. This framework will include strategies to establish standards for student behavior, engage all students in learning, and assess for learning to diagnose students' strengths and needs, plan and adjust instruction, and provide feedback to students and parents regarding progress and achievement.

I further interpret this expectation to ensure that the District will use this framework and associated tools and practices to build the leadership capacities of administrators, academic coaches, and teachers to understand, support, monitor and demonstrate the characteristics of effective grade level standards-based instruction in every classroom, every day.

To successfully deliver a rigorous standards-based curriculum to all students, teachers must consistently employ research-based teaching practices and to increase their effectiveness in doing so. This includes standards-based lesson planning that draws on data from multiple measures and allows teachers to adapt lessons to student needs and provide appropriate intervention to ensure standards mastery.

Administrators must develop and implement a systematic plan for teacher professional development around the instructional strategies articulate in the district instructional framework. Site administrators must establish the structural and cultural conditions at school so that they and their teachers can form a Professional Learning Community focused on collaborative inquiry around instructional practices that promote the learning and proficiency of all students.

Superintendent Indicators and Evidence of Compliance:

OE 11: INSTRUCTIONAL PROGRAM	Superintendent		Board	
	Compliance	Not in compliance	Compliance	Not in compliance
<p>11.3 The Superintendent shall:</p> <p>A. Effectively measure each student’s progress towards achieving or exceeding the standards to ensure that the instructional program addresses the different learning styles and needs of students;</p> <p>B. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;</p> <p>C. Appropriately involves families in setting of instructional goals for their children.</p>				

Superintendent Interpretation:

A: I interpret “effectively measuring each student’s progress” to mean that my staff is monitoring the mastery of standards through regular administration of common standards-based assessments and analysis of the student-level and standard-level data throughout the year. In accordance with Policy 6162.5 - “Student Assessment,” a variety of assessments are used to measure progress including classroom based assessments, district progress and benchmark assessments, and performance assessments.

I interpret “achieving or exceeding the standards” to mean reaching “proficient” and “advanced” levels of performance as defined by the State of California on STAR tests, and reaching district established benchmarks on OUSD assessments.

B: I interpret “includes opportunities for students to develop talents and interests in more specialized areas” to mean that that the district provides support and supervision of teachers and schools to ensure that lessons and instructional materials include more than one mode of expression and learning, and opportunities for challenge and for intervention support. Support includes teacher training in on how to differentiate instruction for students and assess for student learning. Schools will provide systematic interventions during the school day and will provide additional time and support for learning as soon as a student begins to struggle.

I further interpret this to include all special education students will have an Individualized Education Plan (IEP) that addresses the academic, social-emotional or behavioral needs of each student who qualifies for special education services.

I further interpret this to ensure that students who are acquiring English language skills will be provided with an instructional program aligned to the English Learner Developmental program level of their classification.

I further interpret this to mean that all students have opportunities to participate in courses and activities that extend beyond the academic core program and focus in specialized areas, such as electives, athletics, career and technical education, internships, clubs, and after school and summer programs.

C: I interpret “appropriately involves families in the setting of instructional goals for their children” to mean that our schools provide opportunities to help families understand their child’s and their school’s current educational data and how that is measured, as well as the link between classroom work, grades and assessment results.

I further interpret this to mean that families have the opportunity to discuss with teachers how to improve their student’s progress by setting goals tied to standards, data, and pathways to college, including the “A-G” high school course graduation requirements for entrance into the UC/CSU system.

Superintendent Indicators and Evidence of Compliance:

OE 11: INSTRUCTIONAL PROGRAM	Superintendent		Board	
	Compliance	Not in compliance	Compliance	Not in compliance
11.4 The Superintendent shall ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.				

Superintendent Interpretation:

I interpret “all instructional programs” to include core curriculum, supplementary and intervention programs.

I interpret “regularly evaluated” to include the completion of evaluation summaries using a standardized protocol, and more comprehensive evaluations as needed and decided by the Curriculum, Instruction, and Assessment Council. In accordance with AR 6400 – Curriculum Management, regular evaluation shall include multiple measures including indicators of student performance, examination of relevance to current student and program needs, and current feasibility.

I interpret "modified as necessary" to be improvement actions taken in response to the evaluation findings by Instructional Services and other staff responsible for management of each particular instructional program.

I interpret "continuing effectiveness" to be defined through both results (student performance) and process (fidelity of implementation and/or impact on adult practice). In addition, I interpret "continuing effectiveness" to include the development of a high performing workforce that is able to support increased teacher retention by improving working conditions and is able to expand mentoring programs for new teachers.

Superintendent Indicators and Evidence of Compliance: