

Oakland Unified School District Board of Education
Operational Expectation #6, rev. August 5, 2009
Personnel Administration

The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the Oakland Unified School District to achieve its **Results** policies, as established by the Board of Education.

The Superintendent will:

1. Maintain adequate job descriptions for all employee positions.

Interpretation:

The Superintendent will ensure that there is a standard format used to describe all positions performed in the organizations and that these job descriptions are updated on a periodic basis to reflect shifts in organizational expectations for various job classifications. Job descriptions include the following components: basic function, representative duties, minimum qualifications including training, education, experience, licenses and other requirements, knowledge and abilities, working conditions and physical demands.

Evidence of Compliance:

Evidence will be the documentation of the internal process and format for developing job descriptions and an annual update of the number and type of positions that have been updated. Additional evidence will be that the job descriptions are posted and available on the districts web/ intranet system.

2. Ensure that every school has a principal who is an effective and strategic instructional and organizational leader.

Interpretation:

The Superintendent will maintain quality systems to select, develop, evaluate and support and retain school principals who demonstrate knowledge and experience in the following principal instructional and organizational competencies: Organizational Vision and Planning for Increased Student Achievement, Instructional Program Management, Human Resource Management and Professional Learning Community Development, Financial and Resource Management and Community Engagement and Communications and who produce positive results for students.

Evidence:

Annual summary report of overall principal performance on key indicators that reflect “strategic instructional and organizational leadership” including school performance, evaluation results and UYV survey results.

3. Increase retention of committed, caring, and effective teachers at every school, especially at low-performing schools that have high teacher turnover.

Interpretation:

There will be increased investments and focus on addressing the key root causes of teacher turnover as identified in the Teacher Recruitment, Retention, Quality and Distribution Plan submitted to the California Department of Education. These efforts include competitive pay, increased new teachers support and mentoring, teacher residency programs, improved working conditions and schools and central office and additional support for creating safe and caring school climates and classrooms. Retention strategies also include recruitment programs like Teacher Tomorrow in Oakland which is a recruitment program aimed at addressing retention issues by creating multiple pathways for local and diverse teacher candidates. A effective teacher model will also be developed in partnership with key stakeholders to ensure there is a shared standard for identifying and retaining teachers.

Evidence:

Annual reports of teacher turnover rates with analysis of reasons for separations (e.g. probationary release, leaving teaching profession, job dissatisfaction, etc.). Progress reports on funding and implementing key retention strategies including analysis of supports provided to schools with high teacher turnover rates.

4. Select and place the most qualified and best-suited candidates for all employee positions, with priority assigned to filling vacancies in the classroom.

Interpretation:

The Superintendent will maintain transparent systems to recruit and select high quality candidate for both certificated and classified positions and this system will be documented. The Superintendent will also ensure that there are additional investment and focus in recruiting and hiring qualified classroom teachers. The interpretation of "most highly qualified and best-suited candidates" means that candidates meet credential requirements and are highly qualified under No Child Left Behind *and* that they demonstrate skills and/or experiences in the following teacher competencies: Engaging and supporting all students in learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, Assessing Student Learning, and Developing as a Professional Educators. Best suited means that we screen for candidates that are culturally competent with high expectations of success for all students. Qualifications for highly qualified principals will also mirror the competency outlined in the evaluation which are based on national and local standards. Classified staff will meet the District's standards for high quality including the competencies is articulated in the Classified Professional Development plan including Customer Focus, Operational Effectiveness and Technology Proficiency.

Evidence:

Documentation of the hiring procedures facilitated by Human Resources including information about teacher recruitment programs including Project Pipeline, Teach Tomorrow in Oakland, The New Teacher Project and Teach for America. Additional evidence will be a report on the HRSS Scorecard standards including: % of teachers hired by the first day of school, % of teachers hired within 6 weeks during the school year, % of teachers who meet NCLB HQT requirements, % of candidates processed within the 14 day on-boarding standard and results of post on boarding survey for new hires. Evidence of quality of newly hired teachers will include evaluations after their first year of employment and the number of teachers who are probationary released in a given year. For classified staff there will also be an annual report of hiring results for classified vacancies and progress on specific recruiting strategies. A qualitative report on the ways in which District leadership and Human Resources maintain the integrity of the written hiring procedures which demonstrate standards of fairness and transparency.

5. Ensure that all employees are properly supervised and have on-going professional development consistent with the highest standards associated with their positions.

Interpretation:

The district will maintain a rigorous performance management system. All employees will have an individual learning plan associated with their performance evaluation that is supported by their supervisor. Performance evaluation processes and tools are actively used by all supervisors to ensure that each employee is clear on the performance expectations for their position and how this is linked to the team's goals and scorecard which is linked to the overall organization goals. The organization also continues to make an investment in developing and offering the professional development resources available for employees to fulfill their learning plans.

Evidence:

Annual report of implementation and results of the district wide performance management system.

6. Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board of Education's **Results** policies and their compliance with the Board of Education's **Operational Expectations** policies.

Interpretation:

All supervisors in the District will integrate evidence of progress towards the Board of Education's results and operational expectations policies into the current and future evaluation process and tools. Supervisors will access and integrate multiple measures from current scorecards and other data sources that align with the Board's expectations. To the extent possible, evaluation tools/ forms will be continuously improved and aligned with Results and Operational Expectations policies during negotiations with each bargaining unit.

Evidence:

Annual report on progress and example of using evidence and data in performance evaluation that aligns with Results and Operational Expectations. The number and quality of revised evaluation tools produced through contract negotiations.

7. Maintain financially sustainable compensation practices that successfully attract, retain, and support effective employees.

Interpretation:

The District shall stay abreast of current compensation in surrounding districts and districts of like size and demographics. There will also be an ongoing collection of data regarding employee recruitment and retention factors related to total compensation. Recommendations will be made to the BOE about salary increases for each employee group based on a balance of marketplace competitiveness and district financial health with the goal of designing and implementing strategies such as a parcel tax to bring all employees to a level commensurate with other similar bay area districts.

Evidence:

Annual report of impact of pay on recruitment and retention and progress toward bringing employee salaries to commensurate levels with like Bay Area Districts.

Adopted by the Oakland Board of Education: _____