



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Improving Professional Culture Developing People - Organizational Effectiveness and Culture Improved Hiring, Onboarding and Induction

Superintendent Work Plan #1 Update



Presented by Talent, Organizational Effectiveness & Culture, and Teaching & Learning

February 2016

www.ousd.org



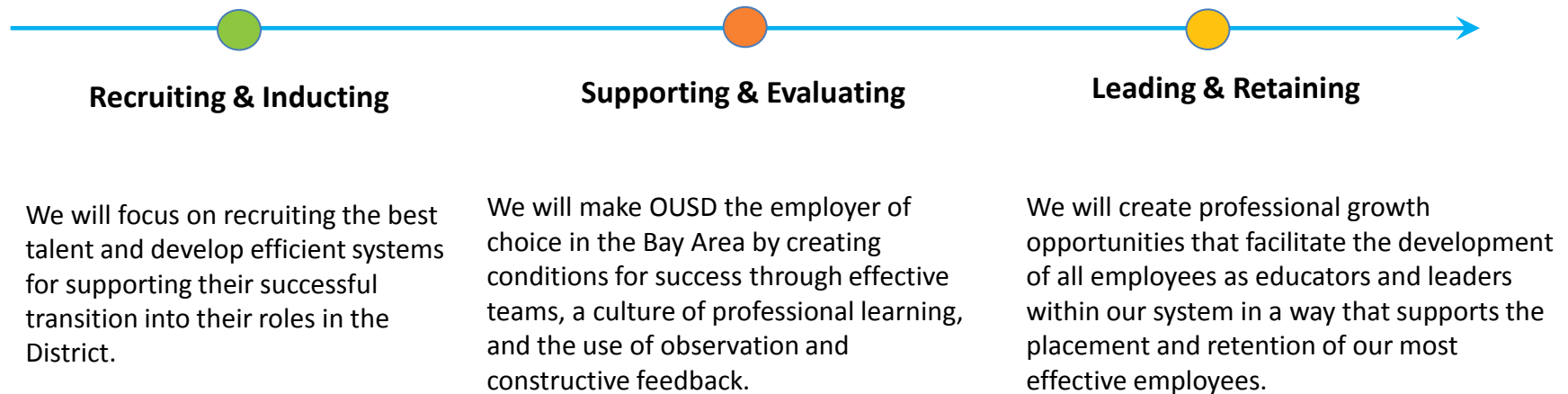
@OUSDnews

Pathway to Excellence: Effective Talent Programs



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Our work starts with our people and the effectiveness of our organization and our culture are the reasons why people stay. We need to make OUSD the premier employer for educators in the Bay Area. This means we must recruit the best talent, create a system that cultivates their growth, and develop a culture that facilitates high retention of our most effective employees.





2015-16 Superintendent Workplan: Deliverables

- 1a. Expand teacher planning time to support continued development in Common Core State Standards and SEL standards at all schools sites, with specific focus on underperforming schools
- 1b. Expand the OUSD/OEA educator effectiveness and leadership effectiveness pilots to include 50 or more school sites
- 1c. Develop a plan to rollout common district values, professional growth for employees across the organization, and engagement programs
- 1d. Continue the implementation of the Human Capital Data Management System



Recruitment



1. Branding
 - a. New Career Site Launch
 - b. Partnership with Communications for recruitment collateral
2. Recruitment Workplan
 - a. Robust Web Presence
 - b. Local partnerships and events
3. Pipelines and Residency Development
 - a. New partnerships--BATTI, After school, Oakland International, Teach.com, National Council on Teacher Quality
 - b. Existing partnerships—Mills Oakland Urban Teacher Residency, Foreign Visiting Teachers Program, Brandman and Alliant Universities Special Education Programs



Hiring



1. Article 12
 - a. Hiring Toolkit
 - b. Personnel Committee Training
2. TrackVia
3. Workday
4. Training Videos

Automation & Self-Service



Onboarding



Talent Division	School/Hiring Department
<ul style="list-style-type: none">● Automation● Minimizing visits to 1000 Broadway● Group onboarding/processing improvements● Blending onboarding/orientation● Orientation to OUSD culture● Communication to and training for school leaders and hiring managers● Late hires: pay implications	<ul style="list-style-type: none">● Resource Site-Managers● Resource Site - Candidates● New Hire Checklists



Orientation



Current work	Improvements
<ul style="list-style-type: none">● Began new employee orientation● Improved training as part of the onboarding/orientation process. - inclusion of Mandatory trainings/information	<ul style="list-style-type: none">● Extended Orientation Process● Employee Handbook (union contracts, current process and agreement)● Online appointments to attend orientation● Employee Badges (on hold due to incorrect software)



Deliverable

1a. Expand teacher planning time to support continued development in Common Core State Standards and SEL standards at all schools sites, with specific focus on underperforming schools



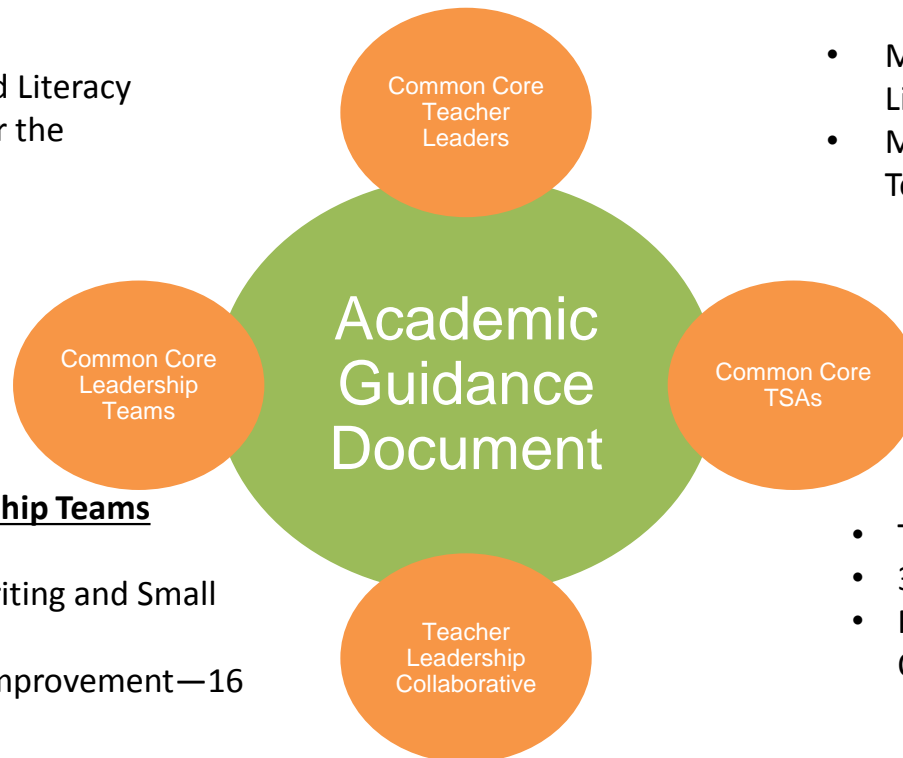
Expanded Collaboration Time

CCTLs

- 21 CCTL: Language and Literacy
- Alternate Observers for the TGDS

CCTSAs

- Major Areas of Focus: Language & Literacy, MATH, Science
- Minor Areas of Focus: SEL, Technology



Common Core Leadership Teams

- Aspen Guide: Indicator 1
- District Wide Focus on Writing and Small Group Instruction
- LPI: Leadership Practice Improvement—16 schools

Teacher Leadership Collaborative

- Teacher leader TEAMS (ILTs)
- 3 consecutive Institutes with Principal
- Problem of Practice aligned to OETF/TGDS



Expanded Collaboration Time

- ✓ **Collecting Data on Collaboration Time in Schools:** completed inventory of quantity/quality of teacher collaboration time in ILTs and PLCs
- ✓ **Leveraging Highly Developed Practitioners:** tapping the expertise of leaders who have built strong teacher collaboration structures to model for other leaders
- ✓ **Grounding in Best Practice:** using resources like the Aspen Institute Guide to clarify high quality practices for collaboration time
- ✓ **Building Shared Understanding of “Tight” Expectations for Teacher Collaboration:** aligning central divisions and schools around expected high quality collaboration structures & practices
- ✓ **Providing Professional Learning to Principals and Teacher Leaders:** using existing professional learning structures and Network Teams to build capacity



Deliverable

1b. Expand the OUSD/OEA educator effectiveness and leadership effectiveness pilots to include 50 or more school sites

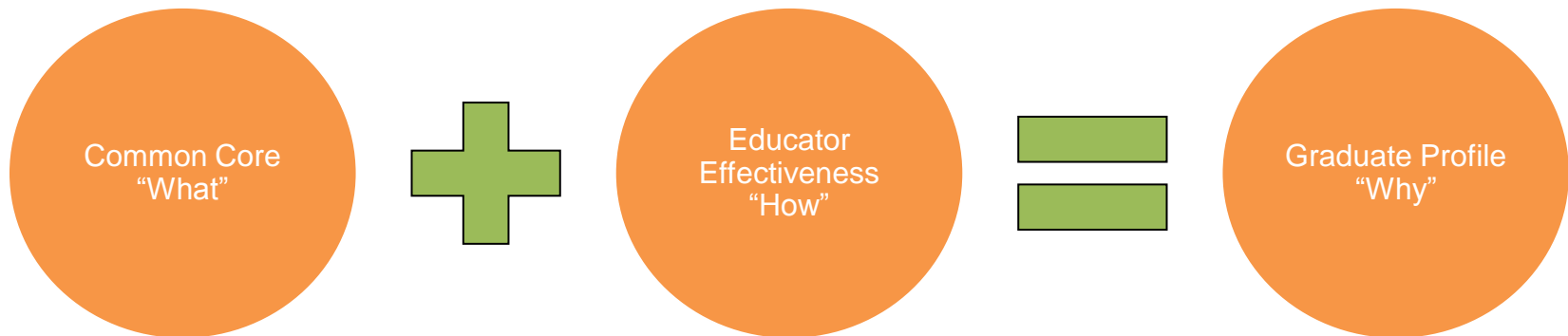


Educator Effectiveness System





Educator Effectiveness Systems

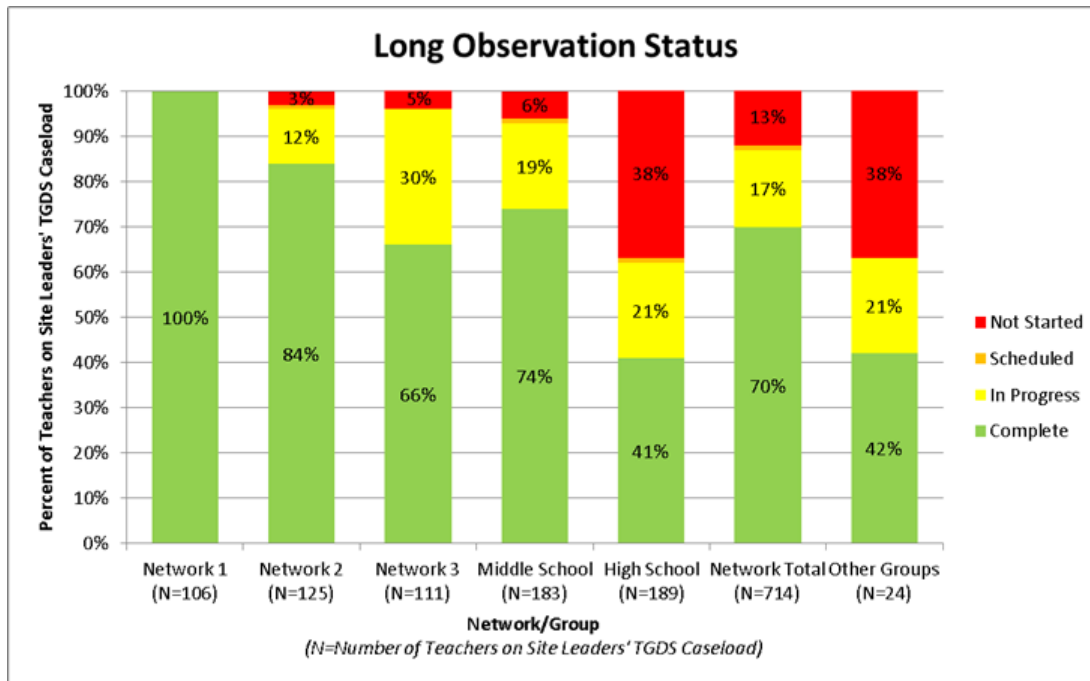


TGDS Goals and Progress



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Current Long Observation Progress (2.1.2016)



Upcoming Goals:

- Peer observation Cycle (February)
- Alternate Observer Short Observations (February/March)
- Administrator Long Observations (March/April)

TGDS Survey Highlights:

- 87% Agree/Strongly agree that TGDS can support a culture of growth and development.
- Principals reports that 60%+ teachers feel that TGDS supports their growth and development



LGDS Pilot Progress

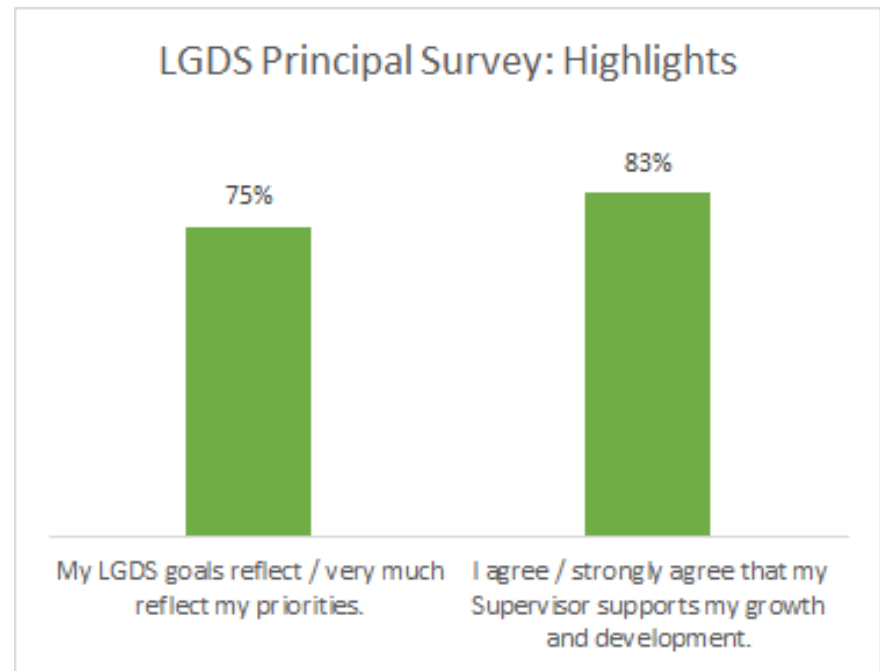
IMPLEMENTATION UPDATES

- Context Learning Protocol Completion: **99%**
- Professional Goal Completion: **100%**
- Observations Completion: **85%**
- *Anticipated* Mid Year Review on time completion rate *decrease* due to other deadline conflicts

LGDS SURVEY (1.21.2016)

- Most LGDS protocols rated between **75%- 100%** useful to very useful.
- Goals connected to priorities (**75%**) and collaboratively established with Supervisors (**90%**)
- Comments summary:
 - Strengths: Meetings with Supervisors very useful for growth and development
 - Challenges: Competing district priorities

LGDS Principal Survey: Highlights

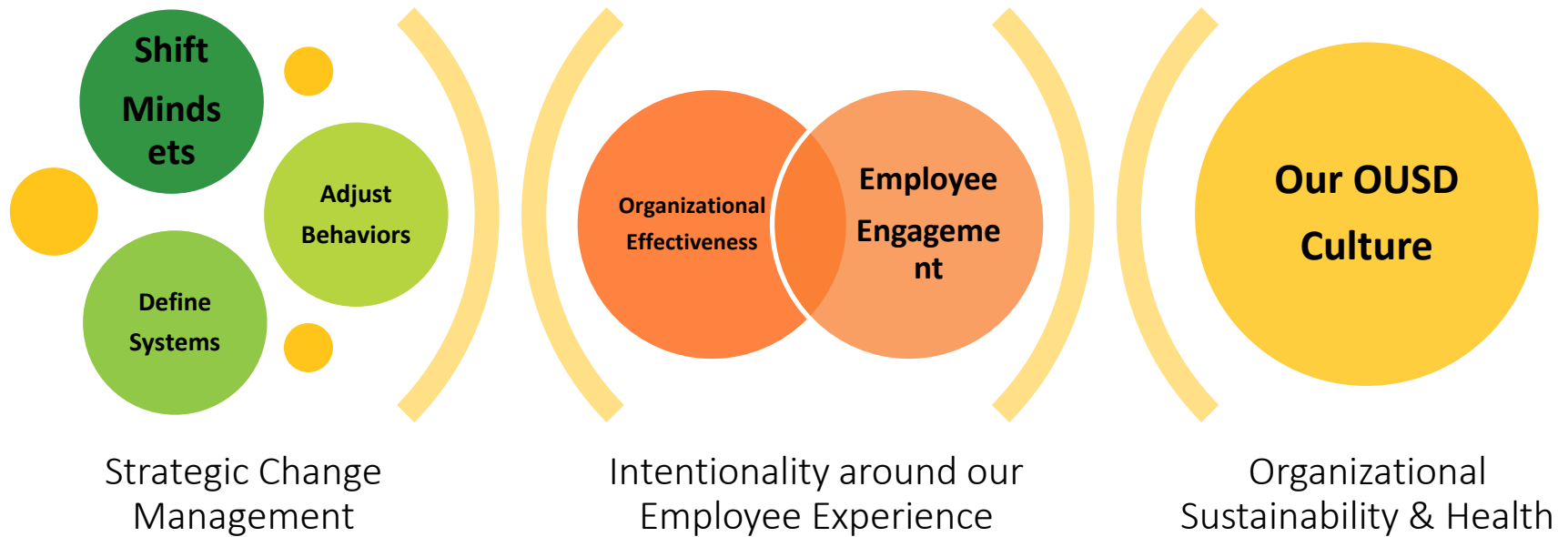




Deliverable

.1c. Develop a plan to rollout common district values, professional growth for employees across the organization, and engagement programs

Theory of Action



WHY? HOW?

- Increased AROI;
- Increased Organizational Effectiveness, Efficiency and Productivity;
 - Redefining what it means to be a **leader** in OUSD;
 - Creating transformative **employee experiences** that inspire a renewed sense of possibility, hope, joy and purpose; and
 - Implementing **innovative practices** that improve the working conditions for all OUSD employees.



Employee Engagement Program Goals

85% employee engagement by 2020

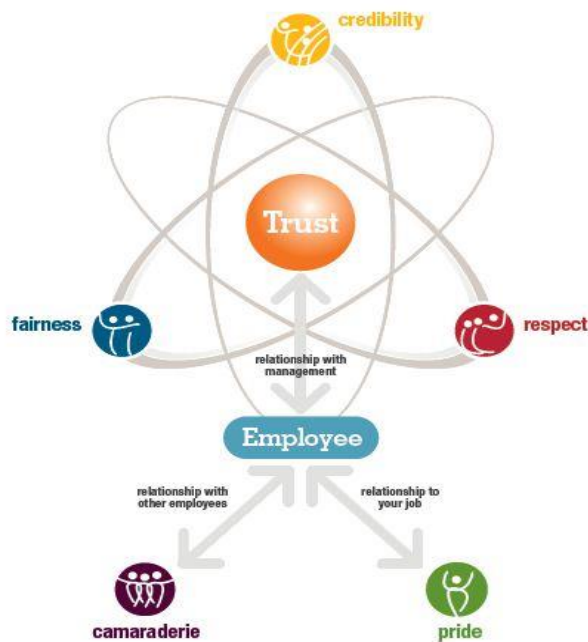
- **Positive attitudes and behaviors** leading to improved organizational outcomes, in a way that they trigger and reinforce more “wins” for the organization.
- Employees **feeling pride and loyalty** working for OUSD; being a **great advocates & ambassadors** of the organization.
- Drawing on our employees’ **knowledge and ideas** to improve our services to our students, families and community.
- A **deeper commitment from our employees** so fewer leave, absence reduces, conflicts and grievances go down, productivity increases.
- ONCE WE HAVE VALUES– The organization’s **actions that are consistent** with the organization’s values.

Evaluating Our Employee Experience



- Global research and management consultancy with 25 years of experience
- Focus on strengths as the building blocks for improvement;
- Committed to positive recognition –belief that everyone can learn from what others are doing right.
- Work with our senior leaders and managers at all levels to support the transformation process.
- Committed to building our internal capabilities.

Methodology & Model



Measure three interconnected relationships:

1. Employees and management (trust the people they work for)
2. Employees and their jobs/organization (pride in what they do)
3. Employees and other employees (enjoy the people they work with)

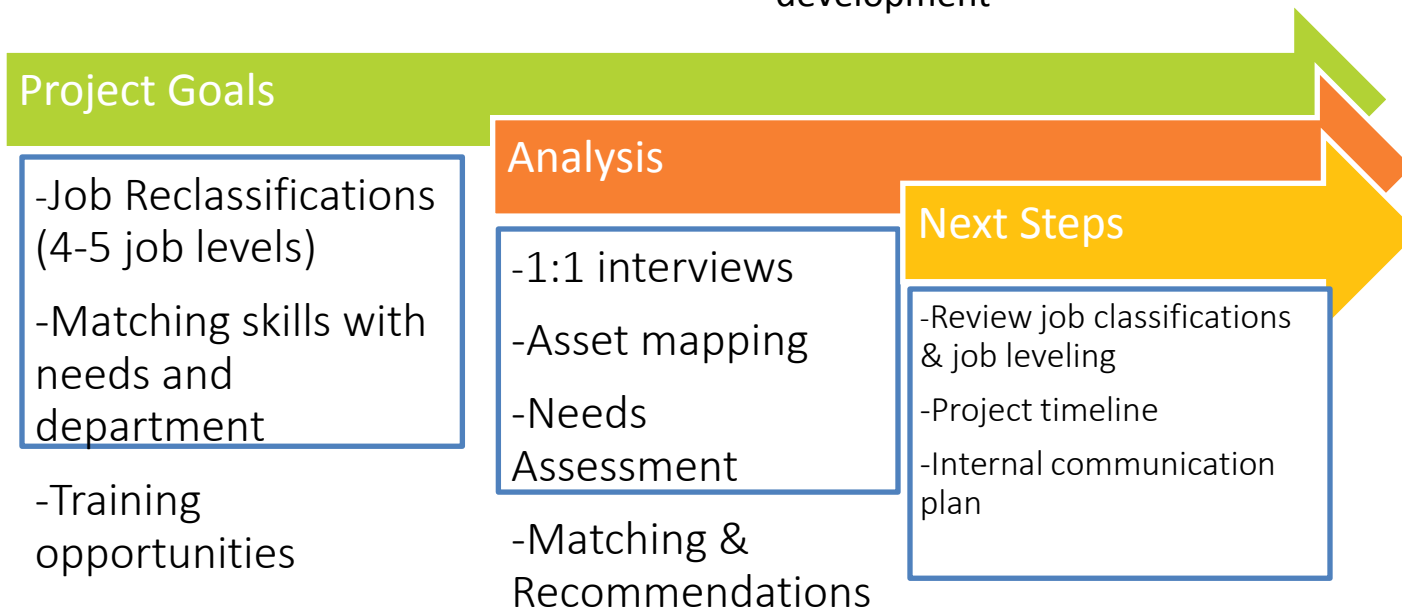
The key factor in common within these relationships is TRUST.

Process

- **GPW Relationship Manager**
 - Support the design of survey
 - Communication planning
- **GPW Consultant**
 - Help us understand and interpret results
 - Identify high-impact focus areas for organization
 - Recommendations on best practices
 - Provide recommendations on implementation
- **Timeline for Pre-Engagement (8-10 weeks)**
 - • Survey design
 - • Communication planning

Executive Study

- Understand Chief/Deputy Chief needs
- Understand Administrative Staff skill set
- Bring alignment and close gap
- Create a tool for coaching, training and development



Building a Professional Culture



Anticipated Challenges

- Overall deep fear of change
- Perceptions of current performance
- Fear of job loss which reinforces a previous negative experience around change
- Will I be supported and developed to be successful in my new role
- Comparison and equity

Strategies for Support

- Professional development and training
- Communication (general, scaffold, supported and varied)
- Engagement with informal leads
- One on One support with Chiefs and Managers
- All informed on each EA's story
- Coaching and feedback conversations



Values-Based Leadership Development



Intentionality around our
Employee Experience

- **Facilitative Leadership Training:** 5 cohorts.
- **Leadership Towards Excellence:** 4 cohorts.
- **OUSD- Teams:** 3 requested sessions.
- **OUSD-Executive Leadership:** 3 cohorts.
- **LEAP Week (Values Selection):** August 8 – 12, 2016



Deliverable

.1d. Continue the implementation of the Human Capital Data Management System



Workday Progress

Plan

- ✓ Project team assembled
- ✓ Project charter
- ✓ High Level project plan
- ✓ Team training

Architect

- ✓ Initial prototype
- ✓ Design workshops
- ✓ Integrations discovery
- ✓ Design review and approval
- ✓ Project plan update

Configure & Prototype

- ✓ Configuration prototype
- ✓ Unit test, validate configuration
- ✓ Build Integrations and reports
- ✓ Final configuration prototype

Test

- Create test cases and scenarios
- Unit test and validate

Deploy

- Training
- Final data conversion
- Production readiness review
- Go-live
- Post production support
- Post project review

“Oakland is a Championship City. It’s our time to make Oakland Unified School District a Championship District.”

Antwan Wilson, Superintendent



“We must treat our people as if they make the difference... and they will.”

Yana Smith, Chief of Staff:
Organizational Effectiveness & Culture

“We are the guardians of the employee experience. It’s our job to create conditions that make people want to stay.”

Brigitte Marshall, Chief of Talent



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

www.ousd.org



@OUSDnews