



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Professional Culture Organizational Update

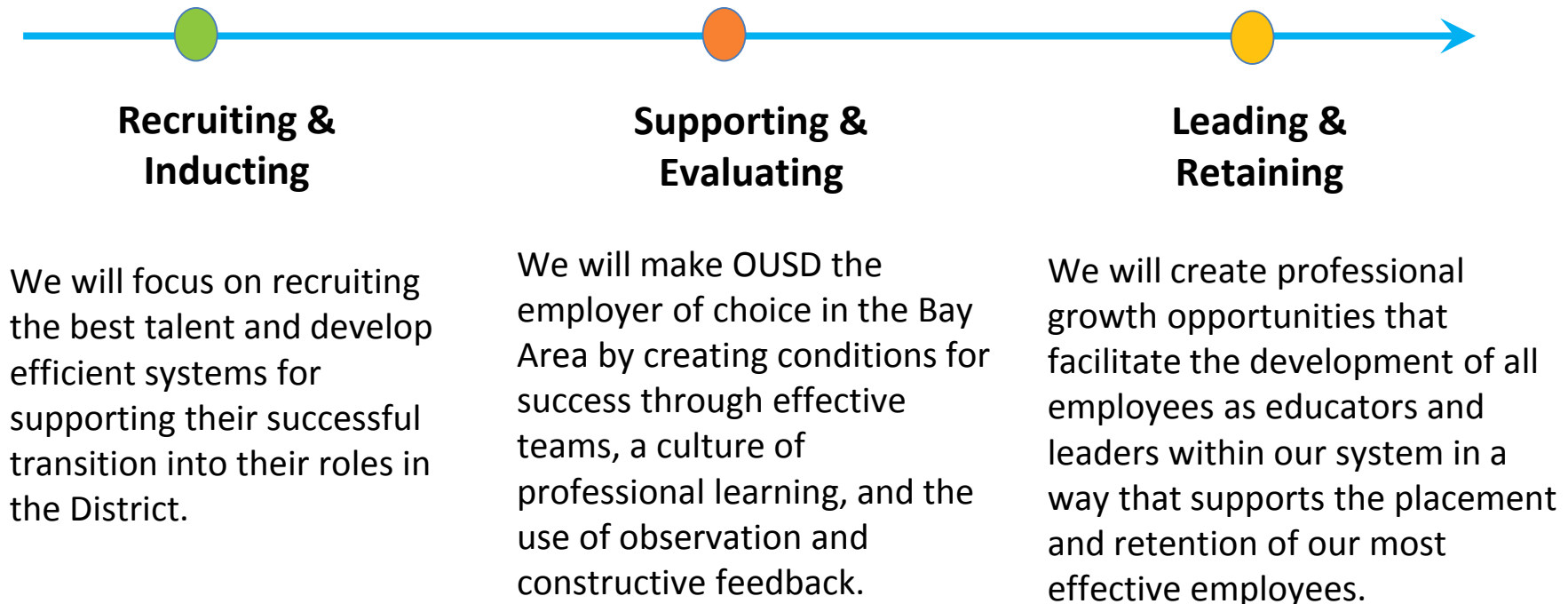


Presented by Organizational Effectiveness & Culture, Talent, and Teaching & Learning
Presented to Oakland Unified School District Board of Directors
September 28, 2016

Pathway to Excellence: Effective Talent Programs



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.



2016-17 Superintendent Workplan: Deliverables

Sub-Goal 1a.

Support educators in continued **development in Common Core State Standards and Social Emotional Learning standards** at all school sites, with a specific focus on underperforming schools.

Sub-Goal 1b.

Implement plan to rollout **common district values**.

Sub-Goal 1c.

Develop and effectively communicate strategy to **recruit, develop and retain educators** in OUSD.



Sub Goal 1a

Support educators in continued development in Common Core State Standards and Social Emotional Learning standards at all school sites, with a specific focus on underperforming schools.

Impact for 2017

- Educators will utilize CCSS and SEL standards to plan, deliver and reflect on instruction, using district curriculum and tools.
- Educators will be knowledgeable about the standards for their grade level and/or content area.
- Students at all underperforming schools will demonstrate significant growth on CCSS and SEL standards that exceeds that of average or above performing schools and brings the school closer to achieving excellence.



What will be our **IMPACT** over next 3 Years?

16-17

Teachers use CCSS, NGSS, ELD and SEL standards to plan, deliver and reflect on grade-level instruction, employing model district curriculum and practices.

Students at all underperforming schools will demonstrate significant growth on CCSS and SEL standards that exceeds that of average or above performing schools and brings the school closer to achieving excellence.

17-18

Teachers use CCSS, NGSS, ELD and SEL standards ... employing model district curriculum and practices enhancing students experience of JOY & CULTURAL RESPONSIVENESS.

Underperforming schools will receive differentiated support and curricular options designed to significantly accelerate student performance with CCSS and SEL.

Students at all underperforming schools ...

18-19

Teachers use CCSS ... in every lesson every day.

Teachers will report being well supported and effective.

The number of underperforming schools will show a decrease of 50%. The remaining underperforming schools will engage in intensive innovation and support in order to improve outcomes for students, including placement of a master principal and staff.

Results-Based Professional Learning: Common Outcomes

Student Learning	Teaching Practices (OETF)	Leadership Practices (LGDS)
<p>All students will...</p> <p>S1: Write with evidence in the 3 text types</p> <p>S2: Increase their ability to read complex text</p> <p>S3: Develop sense-making and problem-solving within grade-level math standards</p> <p>S4: Develop SEL and cultural competency through structured collaboration and academic discussion</p> <p>Meeting these outcomes will contribute to growth on the School Performance Framework (SPF). Progress will be monitored through data-driven inquiry cycles.</p>	<p>All teachers will...</p> <p>T1: Plan and prepare rigorous, standards-aligned lessons/tasks (D1)</p> <p>T2: Create a supportive and challenging learning environment by building classroom community (2A2) and maintaining routines (2C)</p> <p>T3: Use standards-aligned, formative assessment to monitor progress and differentiate instruction (e.g. small groups) (3D, 4A)</p> <p>T4: Model and develop SEL and cultural responsiveness in relationships with adults and students (2A2, 2B)</p>	<p>All site leaders will...</p> <p>L1: Build capacity of teams to plan collaboratively from shared outcomes* and engage in data-driven cycles of inquiry (IL.1, 3, 5)</p> <p>L2: <i>Observe and provide feedback</i> on the instructional core (content, teacher, student, task) (IL4)</p> <p>L3: Establish universal and targeted systems to support academic acceleration and positive school culture (IL.2)</p> <p>L4: Model and develop SEL and cultural responsiveness in relationships with adults and students (RC5)</p>

*Common Core/NGSS/ELD Standards, SEL Competencies, Profile of a Graduate, Pathway Outcomes.

Cross-Departmental Professional Learning Coordination and Planning

- Professional Learning Leadership Design Teams
 - Instructional Core (Academics)
 - Conditions for Student Learning (Culture)
 - Leading Teams
- Principal and Teacher Leader Input and Feedback Loops

Network Support Team

Embedded & Differentiated PL Support
for Principals, ILTs, Teacher Leaders, PLCs, & Teachers



Define & Implement Quality Models

- ☐ Standards-aligned Unit & Lesson planning with meaningful, grade-level tasks
- ☐ SBAC “Claims & Targets” Curriculum Inquiry
- ☐ Collaborative Inquiry practices for Instructional Leadership Teams & Teacher Professional Learning Communities
- ☐ “3 Legged” Model of Social Emotional Learning

Professional Learning Levers

- ☐ **Teams** as Learning Communities--Principals, ILTs, PLCs
“Leveraging the Power of Teams to Ensure Every Student Thrives!”
- ☐ **Personalized Learning**--Site-based learning; PDgo!;
Network Team Supports
- ☐ **Observation & Feedback**--LGDS, TGDS
- ☐ **Coaching/Mentoring**--New Teacher/Principal
Mentoring

Monitoring Implementation of Standards and Social Emotional Learning

☐ **Learning Walks**

☐ **Teacher & School self-reflection**

☐ **TGDS data**

☐ **Network Support Team data collection**

Sub Goal 1b

Implement plan to rollout common district values.

Impact for 2017

- All employees know, understand and begin to demonstrate District Values all employees will report an increased sense of trust within their work group and in OUSD overall



THEORY OF ACTION



PROJECT TIMELINE MILESTONES 2016-2017

Aug-Oct

Title

- Define Values
- Develop Behavioral Core Competencies
- Design “Living Values” activities
- Communication Strategy

Sept -Nov

Title

- Embed & Align Values to programs
- Employees Communication Strategy (Define Share Values)
- Build activities for living Values

Dec-June 2017

Title

- Employee recognition
- Values Based Leadership programs
- Align to performance management systems OUSD Veteran’s implementation

June–Aug

Title

- Analysis and summary of all VBLD programs
- GPW Trust Index Survey
- Celebrate Values-Employee recognition

VALUES DAY 8-8-16

Creating a transformative space and experience.

- Branding
- Language
- Mood & Energy
- Special recognitions
- Democratic selection process
- District Values Revealed



DEFINING OUR VALUES ACROSS THE ORGANIZATION

Students First

OUSD Students &
Teachers

Equity

Office of Equity

Excellence

Professional Learning
Work Group (ASEL)

Integrity

Executive Cabinet

Cultural Responsiveness

CSSS Work Group

Joy

OEC Work Group

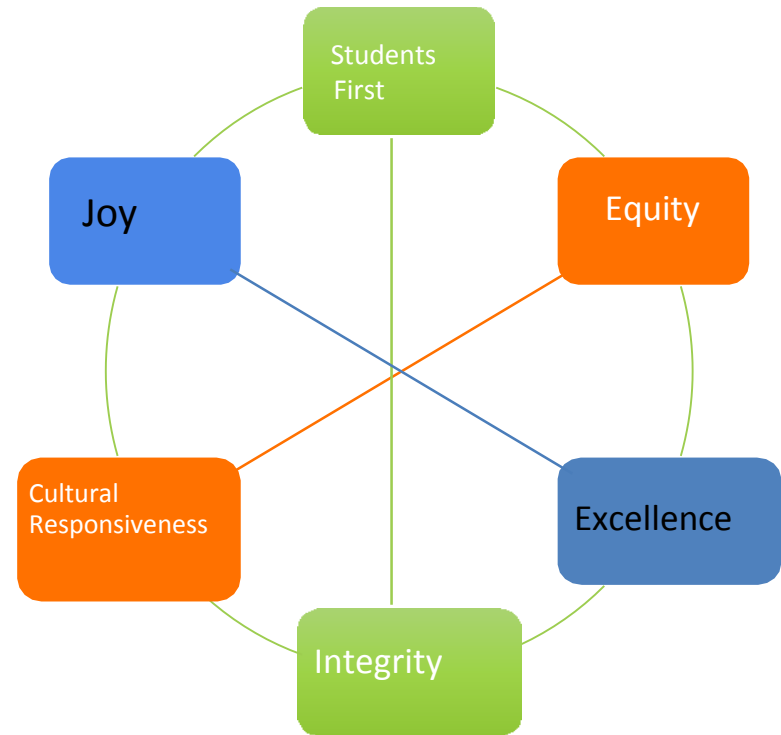
Defining Core Competencies

Once values are defined, we will **attribute behavioral core competencies** as to what the values look and sound like.

Shared organizational language is important for feedback and accountability (manager to direct report, direct report to manager, and peer to peer).

CORE COMPETENCIES

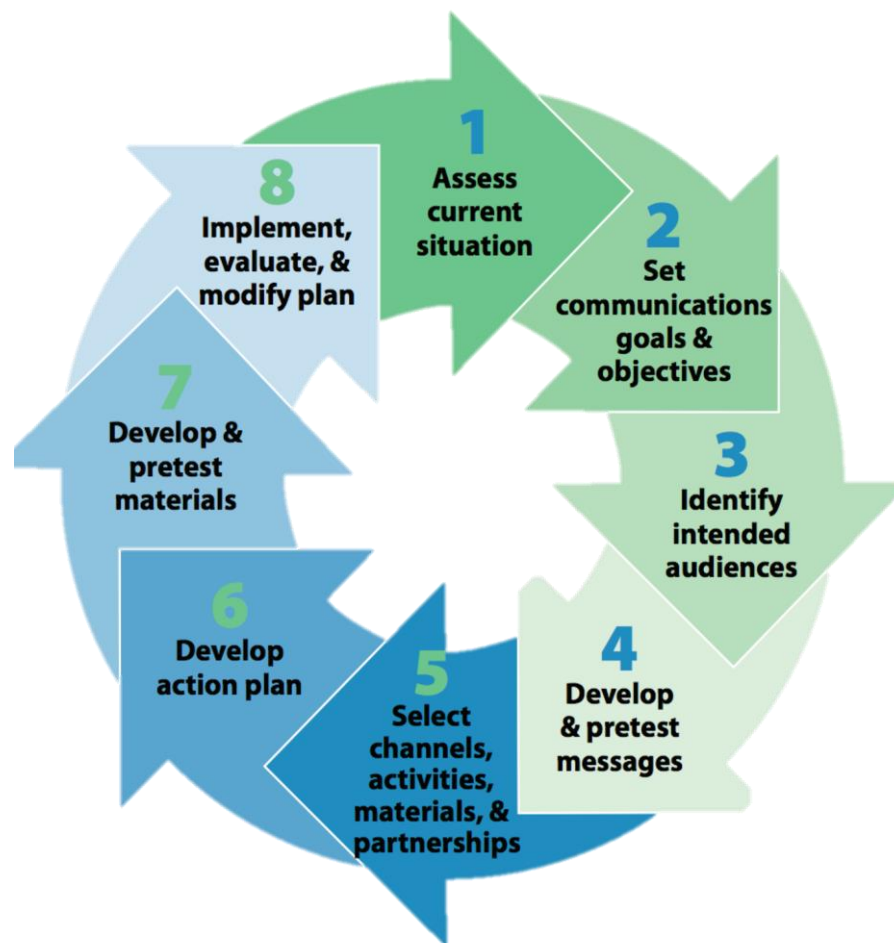
- Building authentic relationships
- Openness to the perspectives of others
- Asking to understand and/or affirming the identity and experience of others



Current Work

Defining Values

Hosting groups across the organization to create shared definitions



Action Plan Progress

Activity/Action	Due Date	Status (In progress, not started, completed, etc.)	Notes
Media advisory	Aug 7	completed	Awareness building (external)
Press release	Aug 9	completed	Awareness building (external)
Web page ousd.org/iamousd	Aug 9	ongoing	Establishing a place to house updates on Values Process (internal/external)
All Staff Announcement	Aug 10	completed	Awareness building (internal)
FTD	Sep 8	completed	Awareness and promotion of Values (internal/external)
Creation of email signature promoting values	Aug 18	completed	Buy in to power of aligned Values (internal)
Promotion of signature line		not started	Awareness building (internal/external)
Social media #iamousd	Aug 8 - ongoing	ongoing	Awareness and promotion of Values (internal/external)



Values Based Leadership Development Programs



OUSD-XL
(Exemplary Leadership)

3 days, offsite, New Deputy Chiefs, Chiefs, and Executive Principals: How do I lead teams of teams?

LMTE
(Leading & Managing Towards Excellence)

6 days, offsite, over 4 months (cohort); training program for Central Office middle managers focused on the OUSD Service Improvement Plan, teams design, facilitation and management vs. leadership

LTE (Leading Towards Excellence)

4 sessions/year, offsite, First-level workshop dedicated to all central office employees' leadership: How do I lead myself?

TEAMS- Network XL

Pilot 2017; Develop program to strengthen teams within Network structure: How does my team lead others?



Students First | Equity | Excellence | Integrity | Culturally-Responsive | Joy

We are making OUSD a
great place to work
through building trust
and uniting around a
common set of values.



Sub Goal 1c

Develop and effectively communicate strategy to recruit, develop and retain educators in OUSD.

Focus Areas

- Value Added Talent Division
- Retention & Wellness
- Recruitment Strategy & Programs
- Talent Development



VALUE ADDED TALENT DIVISION

Improve the Talent Divisions competency, processes and systems to provide effective, efficient results and excellent customer service through the use of technology and systems that drive data-focused decisions.



Call Center



Self-Service



Service Standards



Communication Plan

RETENTION & WELLNESS

Improve employee retention by implementing strategies that are focused on recognizing, rewarding and critical well-being elements promoting a healthy and positive work environment



Retention Surveys, Focus Groups and Strategies



Health & Employee Discount Programs



Employee Rewards & Recognition



Onboarding

RECRUITMENT STRATEGY & PROGRAMS

Strengthen our workforce by hiring the best talent through effective recruitment strategies, efficient recruitment processes, and attractive compensation packages



Comprehensive Recruitment Plan with Diversity & Equity at the forefront



Compensation Study



Residency Programs



Student Intern Programs

TALENT DEVELOPMENT

Support the talent development of our employees through professional and career development while creating an environment where employees of all backgrounds can thrive



Career Pathways



Professional Learning

Work plan 1c: 3 Year **IMPACT**

16-17

Teachers and leaders are knowledgeable about career growth opportunities within OUSD.

Teachers and leaders engage with professional development/tools to support their career growth.

New employees feel supported throughout their first year at OUSD.

Talent “customers” are satisfied with the professional service received from OUSD.

All employees know and understand Values

17-18

Talent team systems are on track to transition to Escape by 2018

Prioritized school sites have access to teacher residency pipeline

Students have access to a structured intern program at OUSD

Middle managers demonstrate more effective teams

Central leadership establishes a clear and effective communication strategy

18-19

Employees demonstrate improved performance in their role.

Employees are proud, more involved, and committed to their work at OUSD.

Increased response rate on Trust Index

Employees report an increase in healthy lifestyle programs at OUSD



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

-Antwan Wilson, Superintendent



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SCHOOL DISTRICT**
Community Schools, Thriving Students

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