



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Equity, Common Core & Social Emotional Learning

Board Study Session



Presented by the Chief Academic Division:

Teaching and Learning, AAMA, and CCSS

Presented to the Board of Education

August 12, 2015

www.ousd.org



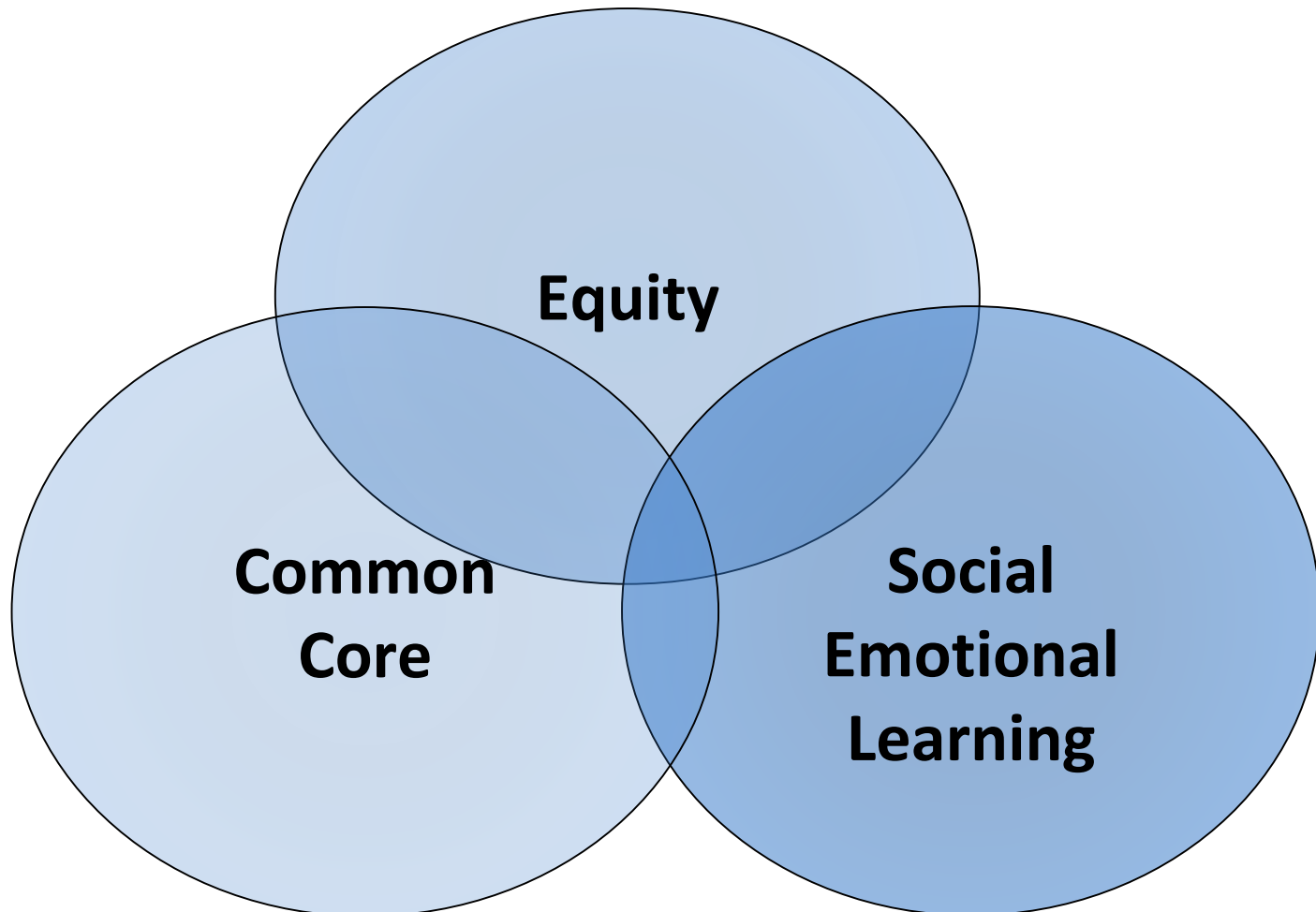
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Outcomes

- Understand how a focus on equity crosses over all parts of our educational system.
- Build a shared understanding of equity that will inform our work this year.
- Provide updates as they relate to the work on equity, the focus on common core and social emotional learning and how these mutually support one another.
- Understand how the SEL standards provide the foundation for the equity work that will be a focus this year.
- Introduce the Board Policy on Equity (BP 5032).



What is the relationship?





Link to Strategic Plan

The foundational principles for the Oakland Unified School District, as outlined in the Strategic Plan:

Putting students first

Equity

Integrity



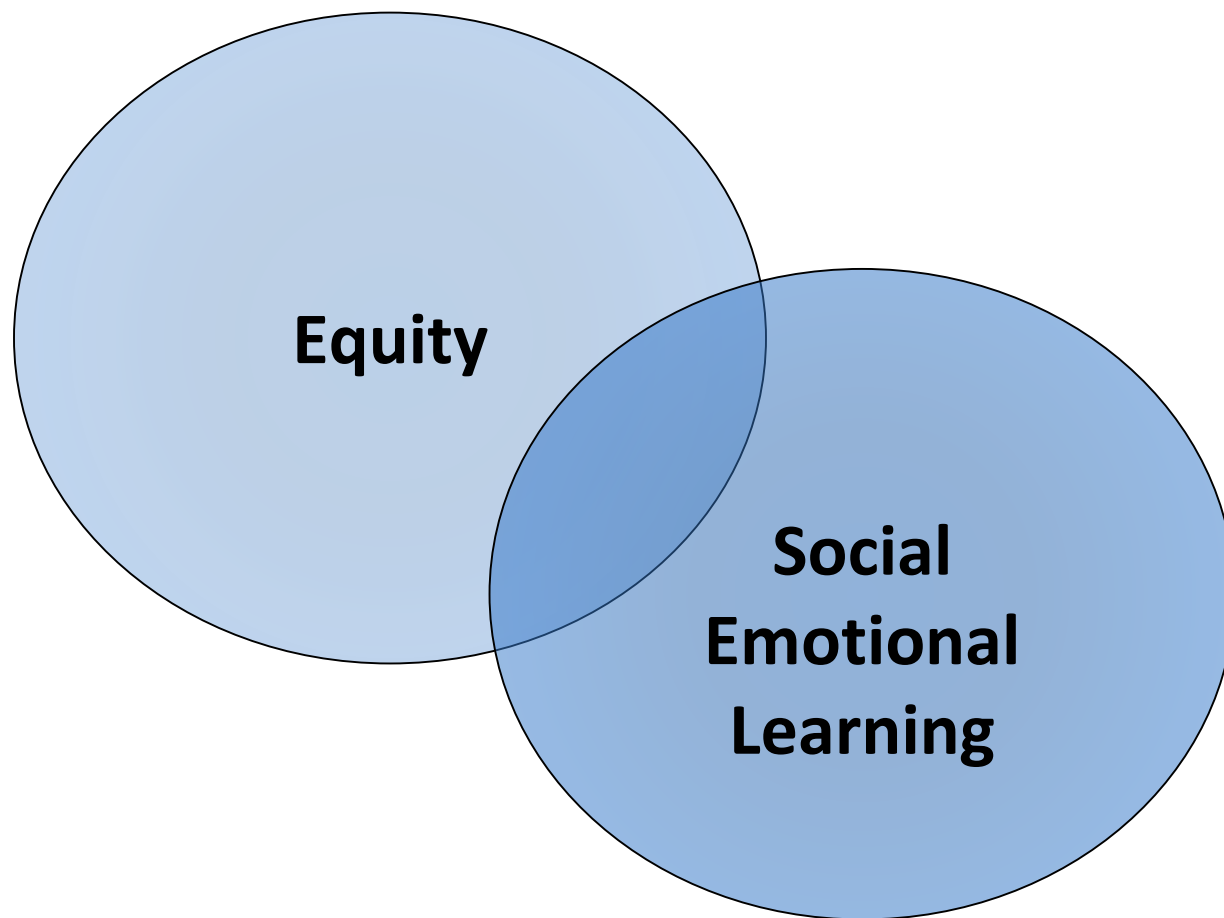
A Shared Definition of Equity

- Quick Write: What is your definition of equity?
What does it mean for OUSD?
- Partner Share: What is the same? What is different?
- Whole Group Share: Craft working definition of EQUITY for the Board.

Equity and SEL



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Social and Emotional Learning

- Social and emotional learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. In OUSD, we believe that ***strengthening our social skills and competencies enhances our ability to connect*** across race, class, culture, language, gender identity, sexual orientation, learning needs and age.

Social Emotional Learning

Has highest impact when modeled and practiced throughout the school community, is integrated into academic teaching and learning and taught explicitly through an evidenced-based program. SEL is foundational to:

- Establishing and maintaining positive and equitable relationships in diverse communities.
- All students successful in rigorous Common Core State Standards (CCSS) aligned instruction
- Teaching that is challenging, engaging and meaningful

Social Emotional Learning

Has highest impact when leaders:

- Model and practice SEL in their daily interactions
- Create the conditions for learning for all students and adults
- Lead a thoughtful, systematic and reflective approach to integrating SEL into their work

SEL Updates: Elementary

- Since the Board Policy on Social Emotional Learning (5031), adopted on November 6, 2013:
 - Teachers at 27 elementary schools will have been trained in have “Caring School Communities (CSC)” curriculum.
 - 2014-15: SEL Teacher Leaders at CSC/SEL Demonstration Schools partner with Mills College to engage in an Academic/SEL Cycles of Inquiry (COI).
 - 2015-16: All Common Core teacher leaders will integrate SEL competencies in their work with both students and teachers.
 - Elementary report cards based on OUSD’s SEL Standards.

SEL Updates: Secondary

- SEL evidence-based program in partnership with Linked Learning in two high schools focused in pathways.
- SEL integrated with African American Male Achievement pathway.
- Aligning middle school advisories with OUSD SEL Standards and initiating an SEL evidence-based program.

SEL and Equity



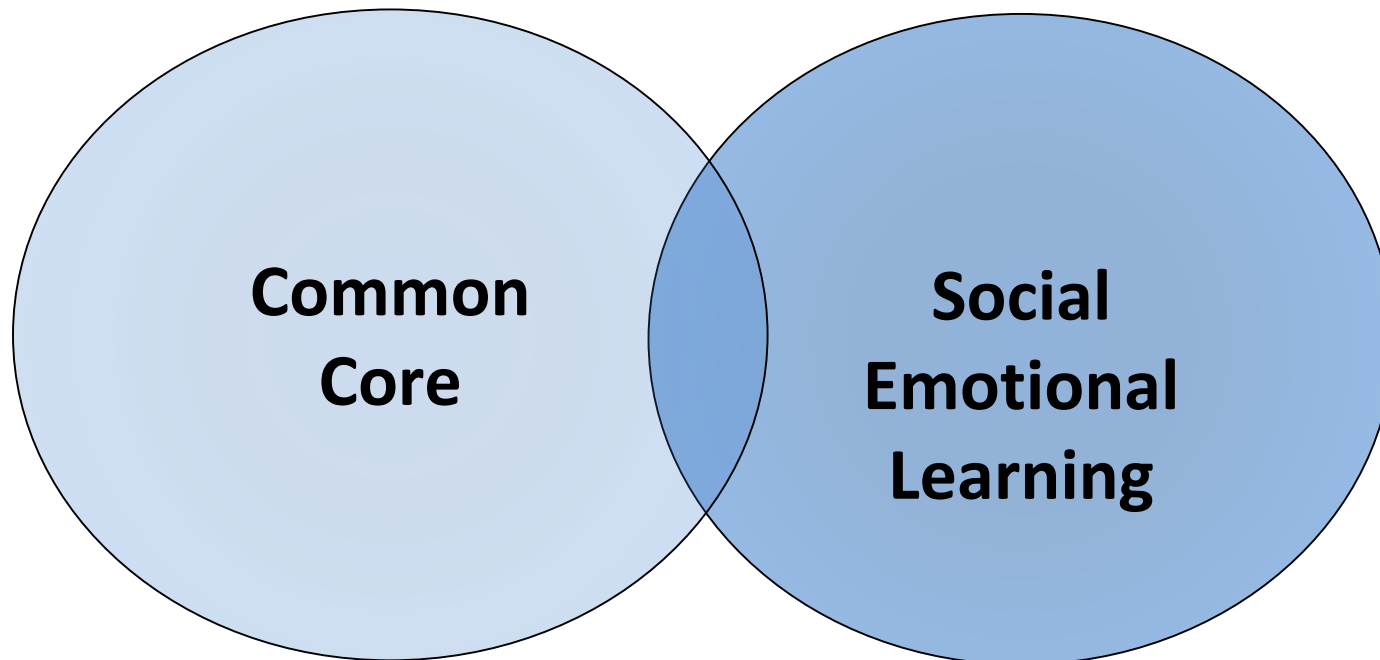
OUSD Social and Emotional Learning Standards

Anchor Standard	Learning Standard	
1 Self-Awareness Develop and demonstrate self awareness skills to: <ul style="list-style-type: none"> Identify personal, cultural, and linguistic assets Identify prejudices and biases towards people different than oneself Understand the connections between one's emotions, social contexts and identity Demonstrate an accurate self-concept based on one's strengths and challenges Identify when help is needed and who can provide it 	1A	Individual demonstrates an understanding of one's emotions.
	1B	Individual demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.
	1C	Individual demonstrates awareness of personal rights and responsibilities.
	1D	Individual demonstrates an awareness of when help is needed and who can provide it.
2 Self-Management Develop and demonstrate self-management skills to: <ul style="list-style-type: none"> Regulate one's emotions and behaviors in contexts with people different than oneself Motivate oneself to set and achieve goals 	2A	Individual demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual demonstrates the skills to set, monitor, adapt, achieve, and evaluate goals.
3 Social Awareness Develop and demonstrate social awareness skills to: <ul style="list-style-type: none"> Establish and maintain healthy interactions and relationships across diverse communities Embrace diversity and take the perspectives of people different from oneself Demonstrate empathy for people similar to and different from oneself 	3A	Individual demonstrates empathy for other people's emotions, perspectives, cultures, languages, and histories.
	3B	Individual contributes productively to one's school, workplace, and community.
	3C	Individual demonstrates an awareness and respect for one's similarities and differences with others.
	3D	Individual recognizes leadership capacity in themselves and others.
4 Relationship Skills Develop and demonstrate relationship skills to: <ul style="list-style-type: none"> Relate to people similar to and different than oneself Communicate clearly and effectively Build, establish and maintain healthy relationships 	4A	Individual uses a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4B	Individual cultivates constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4C	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
5 Responsible Decision Making Develop and demonstrate responsible decision making skills to: <ul style="list-style-type: none"> Problem solve effectively while being respectful of people similar to and different from oneself Behave responsibly in personal, professional, and community contexts Make constructive and respectful choices that consider the well-being of self and others 	5A	Individual considers the well-being of self and others when making decisions.
	5B	Individual uses a systematic approach to decision making in a variety of situations.
	5C	Individual applies problem-solving skills to engage responsibly in a variety of situations.

SEL and CCSS



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SEL & Common Core: 2 Sides of the Same Coin

Common Core

Actively learning as individuals, with partners, and in groups

Come to understand other perspectives and cultures

Engaged in “productive struggle” with divergent thinking

Taking ownership of their ideas with the skill and opportunity to express them.

Social Emotional Learning

Respectful and supportive relationships within diverse groups, working cooperatively

Self-efficacy; accurate assessment of assets & limitations using social lens

Setting & achieving goals; self-motivation and managing one’s emotions

Appreciating diversity, empathy, evaluating realistic consequences of various actions, responsible decision making

Common Core and Social Emotional Learning

- The Common Core State Standards (CCSS) call for students to think critically, be creative, collaborate, present to others and share their thinking.
- SEL supports development of the skills necessary of students to engage with the rigorous new standards.
- SEL and CCSS are interdependent. We must have both in order to prepare students for post-secondary readiness.

Common Core Implementation

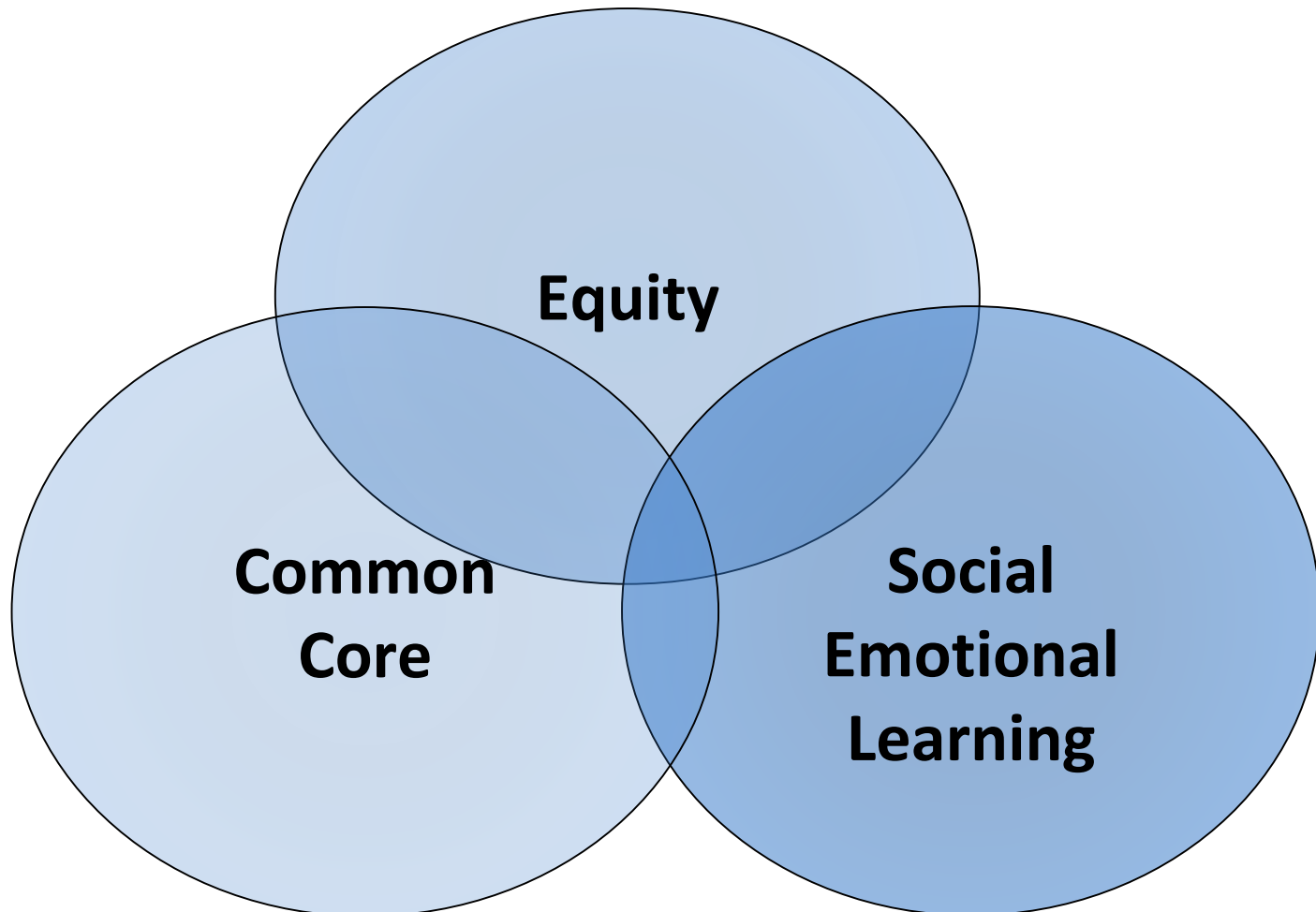
- Focus for 15-16: Focus on ILT (instructional leadership team) to implement Common Core.
- Deepen the connection between CCSS, SEL and Equity.
- Common Core Anchor events 3 x a year.
 - Schools will choose an area of focus
 - CCSS and SEL
 - CCSS and English Language Learners
 - CCSS and Students with Special Needs
 - CCSS and Culturally Responsive Pedagogy

Common Core and Social Emotional Learning for Equity

- The aspiration of the CCSS is one of equity.
- All students will receive access to a rigorous academic experience that will prepare them for post-secondary readiness.



What is the relationship?



The Work Ahead...

In the year ahead, we will focus on this work by:

- Leadership and Educators Alignment & Planning Week (Values week for central and school leaders).
- Common Core Anchor Days 3x a year for school teams
- CASEL, Center for Collaborative Classrooms, Mills College partnership for SEL demonstration schools supported by Bechtel, Stuart and NoVo foundations
- Board Policy on Equity
 - First Reading tonight
 - Listening campaign ahead to hear community voice
 - Second Reading in January

Equity Policy

- Board Policy 5032. Tonight is the first reading of the policy. It was originally drafted by the Quality Community Schools Sub-Committee on Equity last spring. It has gone through several drafts and revisions with input from various stakeholders.
- Second reading will be in January, allowing time for community engagement around the policy.

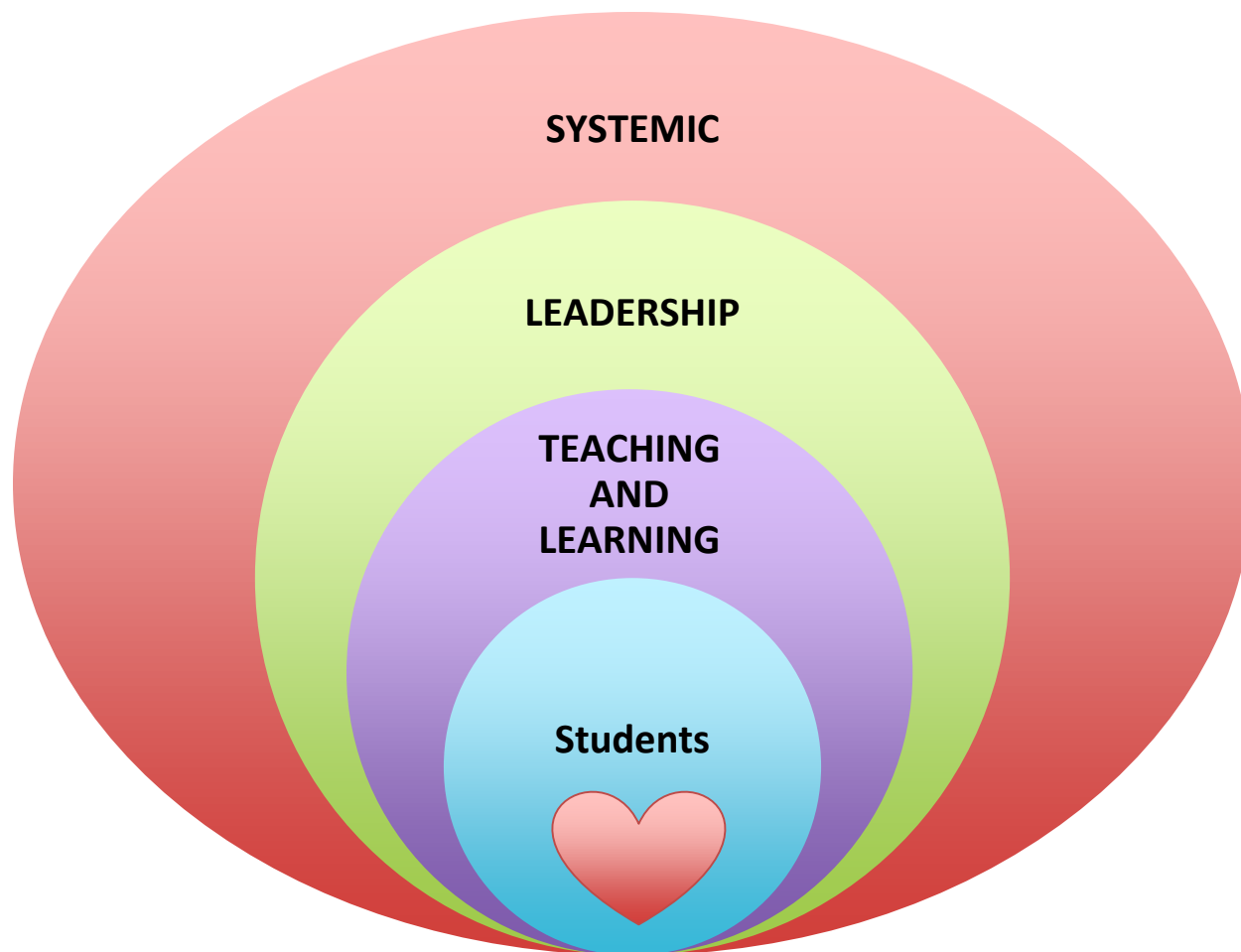
Highlights of the Policy

- Confronts institutional bias (conscious or unconscious) that results in predictably lower academic achievement, most notably for students of color.
- Focus on narrowing the achievement and opportunity gaps
- Primary focus of the policy is on race
- Also acknowledges other forms of social inequalities and oppression, including gender, sexual orientation, socioeconomic status, immigration status, foster youth, and students with disabilities and learning differences.
- Administrative Regulations to follow at second reading.

Equity

- Data Analysis Exercise:
 - Take a few minutes to review the data provided to you in the appendix (OUSD District Balanced Scorecard).
 - What questions does the data raise for you?
 - Why do we need a focus on equity in OUSD?

Framework for Board EQUITY Policy



EVERY STUDENT THRIVES!



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