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

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2015-18 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the FY15-18 fiscal year was submitted for funding as indicated in the chart below. The grant gace sheet and grant proposal packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant Proposal	Oakland Unified School District Teaching and Learning Science Department	Leadership Development for Next Generation Science Standards	1/1/2016 through 12/31/2017	University of California, Berkeley/California Department of Education	\$235,729.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at:\$235,729.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2015-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.



ATTACHMENTS: Grant Face Sheet, Proposal and Budget

OUSD Grants Management Face Sheet

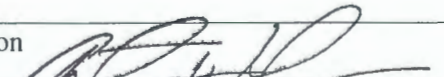
Title of Grant: Oakland Language immersion Advancement in Science (OLAS)	Funding Cycle Dates: Jan 1, 2016 to Dec. 31, 2017
Grant's Fiscal Agent: University of California at Berkeley	Grant Amount for Full Funding Cycle: \$239,729.00
Funding Agency: California Department of Education	Grant Focus: Leadership Development for Next Generation Science Standards
List all School(s) or Department(s) to be Served: Five Dual Language Elementary Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will provide professional learning and tools for leadership development at the five dual language elementary schools to help them implement the Next Generation Science Standards (NGSS). Activities include two summer institutes, professional development during the school year, consultancies, and coaching. In turn, these leaders will help their school sites and the district to transition to the new science standards in a dual language setting focusing on English Language Learners.
How will this grant be evaluated for impact upon student achievement?	Surveys, evaluations, planning documents, observations, and tools and resources developed.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes, commit to staffing a project coordinator that is partially funded by the grant. The district would also provide facilities for the institutes and professional learning sessions.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance?	Laura Prival 1000 Broadway Suite 600 Oakland, CA, 94607 510-879-, Laura.prival@ousd.org

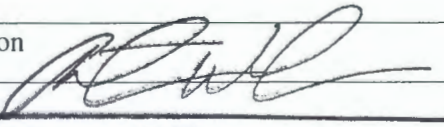
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Science Manager	Caleb Cheung		10/7/2015
Department Head	David Chambliss		10/7/2015

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		


James Harris
President, Board of Education

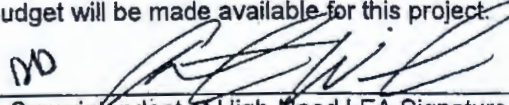

Antwan Wilson
Secretary, Board of Education

Form B: California Elementary Mathematics and Science Professional Learning Initiative

Application Cover Sheet

Project Director/Title:	Judith Warren Little Professor
Project Office:	Principal Leadership Institute, U.C. Berkeley
Address (including city, state, and zip code):	UC Berkeley, 3653 Tolman Hall Mail Code 1670 Berkeley, CA 94720-1670
Telephone: 510-643-5784	Ext.: Fax:
E-mail: jwlittle@berkeley.edu	County-District (CD) Code: 01 61259
CCSESA Region:	4
Required IHE School of Education Partner:	U.C. Berkeley, Graduate School of Education
Required IHE School of Arts & Science Partner:	U.C. Museum of Paleontology
Required High-Need LEA Partner:	Oakland Unified School District
Required IHE Administrator Preparation Program:	U.C. Berkeley Principal Leadership Institute
Fiscal Agent:	The Regents of the University of California Sponsored Projects Office
Fiscal Agent Address, Telephone Number and Email:	2150 Shattuck Ave, Suite 300, Berkeley, CA 94704 510-642-0120, spoawards@berkeleyu.edu
List of Additional IHE and LEA partners:	Multicultural Urban Secondary English (MUSE) Master's and Credential Program

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.


Superintendent of High-Need LEA Signature

9/9/15
Date


Dean of School of Education Signature

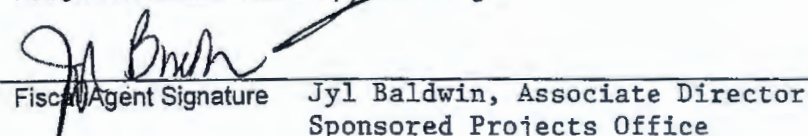
9/10/15
Date


Dean of School of Arts & Sciences Signature

9/14/15
Date


Director of Administrator Preparation Program

9/9/15
Date


Fiscal Agent Signature Jyl Baldwin, Associate Director
Sponsored Projects Office

9/23/15
Date

The Regents of the University of California at Berkeley application
for the 2015 CDE CEMSPLI grant
Oakland Language immersion Advancement in Science (OLAS)

PART 1: The Context

Purpose Oakland Language immersion Advancement in Science (OLAS) is a partnership between the University of California at Berkeley (UCB) and the Oakland Unified School District (OUSD) that focuses on supporting the implementation of the NGSS (We choose to use NGSS rather than CACSS in this document because it reflects the most updated language for California's new science standards.) in five elementary dual language schools, especially prioritizing the need to create equitable access for students from low-income families, girls, students of color, and English Language Learners. OLAS partners at UCB include the Principal Leadership Institute (PLI), Multicultural Urban Secondary English (MUSE) program, and the University of California Museum of Paleontology (UCMP). Additionally, OLAS partners in OUSD are the OUSD Science Department and the OUSD English Language Learner and Multilingual Achievement (ELLMA) Office.

Context- High needs LEA The Oakland Unified School District consists of 86 schools and 36,923 students district wide. There are a total of 1,911 teachers PK-12 grade. Seventy (70%) percent of the students participate in the federally subsidized Free and Reduced Lunch program and approximately 25% of students live in public housing. Under the Local Control Funding Formula (LCFF), OUSD has an LCFF unduplicated pupil percentage of 78% of students are English Language Learners, Foster Youth and living in poverty. The student ethnic composition of the District is 38% Latino, 31% African-American, 14% Asian, and 12% White. There are over forty-nine languages spoken in the District, 31% of the District's students are English Language Learners and 34.9% of students speak Spanish at home. Ten (10%) percent of students are in the Special Education program. The District's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

For this project, OLAS will focus on supporting five dual language elementary schools: Melrose Academy, Esperanza, Manzanita SEED, International Community School, and Global

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Family. Together, they serve 1,965 students in grades K-5. 64% of the students are English Language Learners (ELLs) and 83% are considered socio-economically disadvantaged. The racial makeup of the student population is 82% Hispanic/Latino, 9% African American, 5% White, and 2% Asian. Eighty (80) teachers work in these five schools.

Over the past nine years, OUSD has nurtured a districtwide K-12 science program. The elementary program includes a science board policy with weekly required science instructional minutes, a system for providing FOSS curriculum materials to every classroom three times a year, the Science Instructional Reflection and Assessments (SIRA) for 3-5th grade, a wide range of professional learning opportunities for teachers, support for teacher leadership at every school, professional learning for principals, and award-winning citywide science events. In the past three years, much of the work has focused on the NGSS transition with support from a dedicated central district office that includes the Chief Academic Officer, Network Superintendents, and a district Science Department. However, there has been little attention paid to the specific curricular needs of the dual language elementary schools.

OUSD's LCAP and English Learner Subgroup Self-Assessment (ELSA) tool both indicate that professional development is needed to build teachers' and principals' capacity to provide quality, language rich instruction across that content areas that meets the needs of diverse language learners. Specifically, the ELSA-identified a lack of opportunities for site leaders to develop their knowledge base to support their English Language Learner students.

Project Development UCB and OUSD have a long history of cross organizational partnership both related to staffing and professional development. Currently, over 60 PLI alumni work in OUSD: 71% of them in administration. Nearly 60 percent of the teachers MUSE has trained since 1998 are currently teaching in OUSD. In addition, PLI, MUSE (via its outreach arm Bay Area Writing Project or BAWP), and UCMP have all provided extensive professional development in partnership with the district. In the last ten years, PLI provided multiple years of site based coaching and mentoring for new principals in OUSD. BAWP has facilitated the development of writing assessments for elementary schools within OUSD. UCMP has served as a university partner on a California Math Science Partnership grant as well as a CPEC Improving Teacher Quality grant. The UCMP *Understanding Science* resources have been an instrumental part of OUSD's efforts to support the integration of the nature and process of science into

existing courses or professional development workshops. All of these long standing working relationships have been maintained through regular and ongoing communications, joint efforts, and cross participation in events.

When planning for the OLAS proposal, UCB and OUSD used these prior connections and relationships as a foundation. First, we met to update each other on our most recent work. Then, we identified and reviewed key data and feedback, which included school wide and district wide educational improvement plans as well as principal and teacher feedback. These discussions informed and shaped our project development and planning. The OUSD Science Department reported that they recently provided a first ever Oakland Unified Next Generation Science Standards and Language Development Institute at the end of the 2014-2015 school year. In the participant feedback through the event, the dual language elementary schools expressed strong interest in continued collaborations to support the equitable implementation of the NGSS. Therefore, the OUSD Science department invited the OUSD ELLMA department to join our discussions.

ELLMA recently commissioned a study conducted by the Understanding Language division of the Stanford University Graduate School of Education entitled *The Review of Services for English-Language Learners in the Oakland Unified School District* (2015). This report then informed the recently published OUSD Roadmap to ELL Achievement 2015-2018 that outlines four priorities including: advancing quality instruction, meeting the needs of the whole child, expanding and enhancing robust language programs, and developing policies and practices across the central office. With the focus schools selected, the UCB partners then brainstormed their potential contributions that matched the school level and district identified needs related to content and instructional leadership areas.

Collaborative Relationship between PLI and MUSE

The PLI and MUSE programs are two of six credential programs in the Graduate School of Education. Underlying Berkeley's programs of educator preparation are two fundamental bodies of educational theory and research. First, the programs share a vision anchored in research on professional preparation. From that body of research, the programs derive their emphasis on the integration of theory, research and practice; their approach to a progressive sequence of field experiences; their deep concern for issues of diversity and equity; their sensitivity to the particularities and demands of local

The primary participants in OLAS are the site level Instructional Leadership Teams (ILTs). Composed of the lead teachers from various subjects as well as the site administrator, the ILTs at each school are responsible for leading the instructional charge. In the first phase of the project, ILTs from each school will be supported in engaging in an evidence based site level assessment focused on a variety of factors related to the implementation of the NGSS including: teacher capacity, current state of science instruction, student performance, issues of access for low-income families, girls, students of color, English Language Learners, and family and community feedback to identified needs. Instruments that will be used include the OUSD K-12 Science Learning Principles and Actions Tool, Oakland Unified School District Leadership Dimensions, Equity Audit tools developed by researchers McKenzie and Skrla (2009, 2011), student outcome scores such as the CELDT or benchmark assessments, as well as staff, student, family and community surveys. The process will model research based use of evidence to inform instructional leadership as well as professional learning. In addition, the evidence itself will serve as the basis for determining a problem of practice that the ILT wants to address, monitor, and refine during the school year.

Rationale As described in the QPLS, quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments. Phase 1 incorporates all four elements of the QPLS Data Standard including multiple measures of student data, an understanding of the educators' current capacity and future development needs, school wide information, as well as reviewing purposes, processes, and outcomes. In addition, Phase 1 also incorporates all of the elements of the QPLS Equity Standard, specifically academic, systemic and climate equity.

Phase 2: Summer Institute 2016

"Leaders with content-embedded knowledge will have the confidence to not turn over or abdicate leadership to others, but to take an active role in effective equity-oriented reforms."
(Theoharis & Brooks, 6)

In the second phase of the project, the UCB partners will provide 40 hours of differentiated professional learning using the UDL framework through a one week summer institute to be hosted in Oakland. The four purposes of the institute are to (1) deepen and expand NGSS content knowledge for teachers and principals; (2) provide expanded tools such as

community contexts; and their commitment to the educative value of performance assessment. Second, the programs also shape their purposes, curriculum, and assessments in response to theory and research in the area of specialization represented by their credential.

To support the programs in these two areas, collaborative program structures are already in existence for PLI, MUSE, and the other credential programs. For example, the Teacher Education Inquiry Group, which includes the Director of Professional Programs, faculty, and program directors from teacher education and PLI, focuses on innovations and inquiry that respond to emerging issues in policy and practice. Last year, the MUSE program presented about their exploration into the ways in which digital technology can be integrated more seamlessly in teacher preparation and with greater attention to discipline-specific needs. Thus, PLI and MUSE have the benefit of ongoing collaborations within the GSE that can serve as both a foundation and springboard for this grant.

Part 2: Professional Learning Strategies

Overview OLAS is comprised of five phases of professional learning activities that have been sequenced according to the grant timelines and the professional development sequence of OUSD as well as aligned to the Universal Design for Learning (UDL) Model, the Design and Structure Standards of the Superintendent's Quality Professional Learning Standards (QPLS), and other research based professional learning strategies. They are: (1) Site assessment, (2) Summer Institute, (3), Site based leadership coaching and equity centered professional learning community, (4) Regional Summer institute, and (5) Regional network launch. Together, these five phases reflect the elements of the Design and Structure Standard of the QPLS with purposeful professional learning sustained over time, many opportunities to analyze their school and practice, differentiated and relevant opportunities to learn, as well as a variety of active learning opportunities.

Description of learning strategies, rationale, and outcomes

Phase 1: Site assessment

"Leadership effects on student achievement occur largely because effective leadership strengthens professional community- a special environment within which teachers work together to improve their practice and improve student learning. Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement."

(Louis & Wahlstrom, 25)

curriculum frameworks, instructional materials, equipment and technology to assist the ILT teams in the next steps they identify for their site to advance the implementation of the NGSS; (3) create a supportive professional network of dual language schools across the district; and (4) provide time for site teams to design an NGSS implementation plan for the school year.

PLI will provide content related to instructional leadership such as creating the structures, conditions, and resources for leadership teams to successfully implement the NGSS. Strategies may include conducting an organizational analysis, establishing collegial relationships through structures such as professional learning communities, and developing a coaching stance for giving feedback about instruction. MUSE and BAWP will focus on developing content and evidence based pedagogical strategies related to language development and the integration of literacy through the science content area. For example, teachers may learn about the “genre approach” and the stages of the integrated curriculum cycle: 1. Building the field, 2. Modeling the text type, 3. Joint construction, and 4. Independent writing. UCMP will focus on providing content and pedagogical strategies related to the NGSS Science and Engineering Practices such as (1) Asking questions and defining problems, (2) Developing and using models, (3) Planning and carrying out investigations, and (4) Analyzing and interpreting data. In addition, time and support will be provided to help each ILT to finalize the school site NGSS implementation plans for 16-17 school year.

Rationale The National Center for Universal Design for Learning suggest providing multiple means of engagement, representation, action and expression in order to increase reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. In Phase 2, the summer institute will include professional learning that both models and demonstrates UDL strategies as well as builds the capacity of the participants to implement UDL strategies at their sites. UDL is in alignment with the QPLS Content and Pedagogy Standard, specifically the building of educators’ knowledge and understanding of subject matter curricula and materials, the expansion of instructional and assessment skills, practices, and behaviors, as well as the educators’ attitudes, beliefs, and dispositions to ensure that all students have differentiated support to meet content and performance expectations.

The QPLS Collaboration and Shared Accountability standard calls for the development of a shared purpose for student learning and collective responsibility for achieving it. Phase 2 activities focus on building a collaborative culture within each ILT as well as across school sites, provides a mechanism for shared accountability through the development of the NGSS implementation plan, and facilitates external networks with UCB partners, OUSD district office, as well as other school sites.

Phase 3: Site based support

"Teachers and principals agree that the most instructionally helpful specific leadership practices are: (a.) focusing the school on goals and expectations for student achievement; (b.) keeping track of teachers' professional development needs; and (c.) creating structures and opportunities for teachers to collaborate." (Leithwood, 57)

In Phase 3 of the grant, professional learning will take place in three formats: cross site curricular working groups, equity centered professional learning communities for principals, and site based leadership support in the form of coaching and facilitation. The cross site curricular working groups will provide curricular support to fill gaps identified by the schools during Phase 2 of the project. They will be supported by OUSD personnel as well as UCMP and MUSE. PLI will provide facilitators to facilitate equity-centered professional learning for the principals, providing a confidential and supportive space to discuss leadership dilemmas, particularly those related to issues of equity and instruction in Dual Language schools. Finally, PLI will provide trained leadership coaches who will provide 10 hours of coaching and facilitation to each school to support the ILT to meet the goals set in the NGSS implementation plan.

Rationale QPLS Alignment and Coherence Standard states that quality professional learning contributes to a coherent system of education learning and support that connects district and school priorities and needs with state and federal requirements and resources. Phase 3 of OLAS specifically integrates NGSS policy expectations within a local context, aligns district and school improvement efforts, and provides support that meets the needs of the ILT team, considering their development on the professional career continuum, to lead school wide initiatives. In addition, the cross curricular working groups will leverage cross campus expertise to address gaps in the instructional program as noted in QPLS Content and Pedagogy Standard Element A.

Phase 4: Regional Summer Institute 2017

"Accountability deepens and becomes a more meaningful guide to individual and collective action as individual educators take on new classroom practices and collaborate in new

ways...Horizontal accountability emerges more clearly and is recognized among professionals who hold a collective sense of purpose and integrity, with public expectations for themselves and each other.” (Wagner, Kegan, et. al, 155)

This phase will build on the new learning in phases 1, 2, and 3 and include a regional learning showcase focused on opportunities for educators to analyze their evidence-based practice, apply new learning, and incorporate new learning through reflection, feedback, and support from a broader professional learning community. Dual language elementary schools from neighboring high needs LEAs such as Hayward Unified, SF Unified, Pittsburgh Unified, and Ravenswood School District, will be invited to attend the Regional Summer Institute 2017 at no fee. Each ILT will be given an opportunity to exchange and share one promising practice, strategy, resource and/or accomplishment learned or developed in this project. In addition, the external collaboration provided by UCMP, MUSE, and PLI as effective professional learning options for educators will be shared as local and regional resources.

Rationale Phase 4 rationale parallels the Summer Institute in Phase 2. Additionally, it also addresses QPLS Resource Element, specifically utilizing various sources of expertise and experience to address collective learning goals (Element B: Human Capital), maximizing time for educators to collaborate and learn (Element C: Time), and expanding the availability of the learning (Element D: Equipment and Materials).

Phase 5: Regional Network Launch

“We must begin by acknowledging that the source of the problem of underachievement among many children of immigrants is not the students’ language, but the way our school system treats language difference. Rather than building n these students’ assets, we define them as liabilities and treat them as though their languages and cultures are of no value and need to be replaced.”
(Gandara, 166)

This phase will sustain the OLAS grant activities beyond the grant period by supporting the ILTs of dual language elementary schools from across the region. The grant will pay for all OUSD schools to participate in two regional learning institutes consisting of content knowledge and pedagogical strategies in the areas of science, language, and instructional leadership. In addition, PLI will provide a facilitator and support for an online equity centered professional learning community for all principals.

Rationale Phase 5 rationale parallels Phase 4 as it is the extension of the work that is launched in Phase 4.

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Increasing Family Involvement

OUSD Science will develop multi-lingual materials to help build awareness and understanding of the shifts and changes demanded by the new NGSS that can be utilized by participating teams to increase parent involvement. In addition, the department has developed kits and professional development that teaches schools how to host Family Science events and Science Fairs that complement the science and engineering practices and cross cutting concepts in the NGSS. The summer professional learning offerings during Phase 2 and 4 will include these materials as a way of supporting the schools to create authentic learning experiences for both students and families.

Impacting Teacher Content Knowledge and Pedagogical Skills *In Greatness by Design:*

Supporting outstanding teaching to sustain a golden state, professional learning is described as activities that “bring together the priorities of the state, district, schools and individual educator needs, along with the unique needs of the culturally and linguistically diverse student population that educators are serving” (page 50). OLAS, through its researched based design that is aligned to the principles of UDL and the QPLS standards, provides such an opportunity, specifically focused on the needs of dual language elementary teachers who are implementing the NGSS. It is our belief that by providing deep and sustained learning opportunities for each school’s ILT, they will have increased capacity to improve the teaching and learning within their school sites thereby improving equitable access, opportunities, and outcome for all students, especially English Learners.

Ongoing Project Improvements

The UDL model describes assessment as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. OLAS will enact the UDL assessment strategies throughout the grant by systematically collecting and analyzing data regarding participants’ experience of each phase of activities through observation, survey, and individual feedback.

Part 3: Goals and Expected Outcomes

Primary Goals and Outcomes

The two main goals of OLAS are to 1) support the successful implementation of NGSS in dual language elementary schools by providing professional learning opportunities that strengthen the ILTs content and pedagogical knowledge as well as instructional leadership skills; and 2) develop the capacity of school teams to provide equitable access to NGSS for students from low-income families, girls, students of color, and English Language Learners. Measurable outcomes include:

1. 90-95% of implementation goals met in the School Site NGSS Implementation Plans for each school (includes an equitable access goal)
2. 90-95% of participants report increased science and language development content and pedagogical knowledge
3. 90-95% of participants report increased instructional leadership skills for the successful implementation of NGSS
4. 100% of schools have increased observations of vital student actions as described in the OUSD K-12 Science Learning Principles and Actions Tool
5. 100% of regional participants express increased collaboration and knowledge exchange of promising practices & resources

Desired impact in teacher content knowledge and pedagogical skills NGSS demands three dimensional teaching and learning that includes the science engineering practices, cross cutting concepts, and disciplinary core ideas. OLAS seeks to increase teacher content knowledge and pedagogical skills focused on the NGSS science and engineering practices as they overlap with the CA CCSS and create opportunities for students to accelerate language learning and apply language arts skills within the content area of science. For example, academic discussions as well as non-fiction reading and writing can be systematically integrated into science instructional practices to increase opportunities for English Language Development. The grant will also increase content and pedagogical knowledge for the science engineering and practices that are more focused on science content such as modeling, argumentation, evaluating information, analyzing data, and constructing explanations. Through a range of well-tested activities, the UCMP will provide professional learning strategies so teachers can guide their students in the process of science in an exploratory fashion. These activities include working with authentic data to emulate what scientists do when they study things: making observations, posing questions, formulating hypothesis that can be tested and explained.

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Integration of content and language, within science content in particular, is an area of need for OUSD instructional leadership development according to the 2015 Review of Services for English Language Learners in Oakland Unified School District. MUSE and BAWP will provide a series of inquiry-based literacy workshops during the summer institutes that will support teachers in using science as content for explicit instruction in reading strategies, such as questioning, activating background knowledge, searching for information, summarizing, and synthesizing information in order to communicate with others that is aligned to the CA English Language Development Standards (CA ELD). For example, the series of workshops will assist the ILTs in developing a more nuanced understanding of how to address the 8 science and engineering practices within the NGSS through CA ELD Part I: Interacting in Meaningful Ways through collaborative, interpretive, and productive strategies. Science as a content area provides the unique opportunity to consistently integrate inquiry-based learning and language development as “Science provides a setting in which students are intellectually obligated to make sense of data, draw inferences, construct arguments based on evidence, infer word meanings, and, of course, construct meanings for text” (Pearson, Moje & Greenleaf, 2010, p. 460). An ambitious conception of inquiry- oriented instruction in science requires that students develop their lexicon, language, and discourse abilities.

Research in elementary science classrooms has demonstrated that integrating content-language and literacy with inquiry-based science increases students science knowledge and their language and literacy skills to engage in the key activities of science, such as developing inquiry questions, investigating texts, communicating hypothesis through multiple representations, and reflecting on their own learning. Language is essential to successfully engage in the science practices and therefore provide multiple language learning opportunities. The impact is essential for English Language Learners, particularly when science notebooks and peer discussions on scientific activities are key routines within the classroom (aligned with CA ELD Part 2 and 3).

Designing learning environments that engage students in inquiry-based science while also developing students’ language and literacy skills, especially a language that is not the students native language, requires that teachers understand the various aspects that impact learning such as the nature of texts, in terms of their grammatical, lexical and discourse features. To support teachers in identifying and preparing scaffolds as necessary texts both in English and Spanish, MUSE and BAWP, will include sessions that guide teachers in applying the Lexile Framework

both in English and in Spanish to improve the ability to select texts in English and Spanish that both support and guide the development of students' abilities to engage scientific texts that inform their science inquiry. Applying the Lexile Framework is significant as the transition to Common Core State Standards requires teachers to understand and support the reading and writing development of students through a selection of various text types at various complexities. The understanding of text complexity, in this case by using of the English and Spanish Lexile Framework also supports the ILTs deepened understanding of the grammatical variation of Spanish which can impact a student's fluency in Spanish as a second language or inform translation of key ideas from Spanish to English in written form.

In combination with supporting complex language development through text deconstruction and reconstruction, structured opportunities for student talk leading to academic discussion, and leveraging students' home language to increase bi-literacy transfer across the two languages of instruction, the combination of reading strategies and focus on identifying and modifying texts for complexity will result in a set of core practices that will support the literacy development of students within the bilingual program. The core practices will provide the ILTs with the opportunity and structure to create a set of terminology across bilingual program school sites. The development of core practices and terminology allows for movement across and within schools without losing the learning from the initiative, as the knowledge gained will not reside in one or a few educators. This is vital for sustaining and evaluating the work beyond the initiative and it allows for movement across programs without losing the expectation that science literacy and language development hold a vital role within bilingual programs.

Outcome decision making process and goal setting

As described in Part 1 of the application, UCB and OUSD have a long standing partnership that serves as the foundation for this grant. Outcomes were identified through our grant design conversations and were informed by student level and school level data as well as district reports such as *The Review of Services for English-Language Learners in the Oakland Unified School District* (2015) and the OUSD Roadmap to ELL Achievement 2015-2018.

Goal setting will be strongly informed by evidence throughout the project mirroring an inquiry process in which a question is posed, evidence is collected, and analysis is conducted to inform the design of professional learning activities. For example, in Phase 1 of the grant

activities, the focus is on assisting the ILTs in assessing their school's progress and professional learning needs to fully implement the NGSS. Through the evidence collection process that will include data such as staff, family & community surveys, instructional walkthroughs, analysis of student achievement, and equitable access audits including issues of language fluency and language status of language-minority students, the Core Leadership Team and Grant Advisory Team will be able to set appropriate and ambitious goals for the summer institutes. Then, the cycle will be repeated in subsequent phases throughout the project.

Capacity to collect, analyze, and use data The Graduate School of Education at Berkeley takes as its mission to be a world academic leader in producing and promoting scholarship that improves the quality and equity of educational practices in all settings in which teaching and learning occur. We take improvement to include the generation of new knowledge that informs our understanding of core micro processes in practices of teaching and learning as well as the macro institutional and policy contexts that support them. Our mission entails four central goals, each related to our primary function as a professional graduate school in a world-class research university: (1) producing high quality scholarship; (2) preparing the next generation of educational scholars; (3) Improving professional practice; (4) contributing to the public educational and social good.

As a School of Education in a flagship public institution, we bear a significant responsibility. What we do to fulfill this mission and achieve these goals must also improve the learning, achievement, and quality of life for students in America's public schools. Everything we do- research, professional programs, doctoral programs, and outreach to school and community organizations- must stand the ultimate test of improving practice, extending educational and social opportunity, and enhancing performance in our society's educational institutions. We view educational opportunity for all as a central feature of a democracy.

Research is at the heart of the work at UCB. All faculty and graduate students receive extensive and high level training on how to collect and analyze data as well as design and conduct evaluations. Through this grant, we intend to use both qualitative and quantitative data such as observation, survey, semi-structured interviews, field notes as well as document analysis to inform our decisions, monitor ongoing progress, and evaluate overall effectiveness.

Part 4: Project Leadership

Management Structure The OLAS' Core Leadership Team will consist of one representative from each of the partners. Mia Settles Tidwell, Coordinator of Leadership Connection for PLI, will serve as the OLAS grant coordinator for UC Berkeley. She will also design the leadership professional development offerings, and coordinate the site based coaching, facilitation, and principal's equity centered professional learning communities. Dr. Lanette Jimerson, Program Director of MUSE, will serve as the evaluation coordinator and will design the professional development offerings focused on literacy and language in conjunction with BAWP. Dr. Lisa White, Director of Education and Outreach for UCMP, will serve as the coordinator for science professional learning offerings. Laura Prival, Elementary Science Coordinator, will serve as the grant coordinator for Oakland Unified School District. Periodically, the Core Leadership Team will ask for support and input from the OLAS Grant Advisory Team composed of the following members:

- Dr. Judith Warren Little, Professor and Project Director, Graduate School of Education (GSE)
- Dr. Rebecca Cheung, Program Director, Principal Leadership Institute, GSE
- Nicole Knight, Executive Director of English Language Learner and Multilingual Achievement (ELLMA) Office, Oakland Unified School District
- Caleb Cheung, Manager of Science, Oakland Unified School District

Collaborative Process With four partners, it is critical to establish a rhythm to the collaborative process. In addition, it is important to weave the evaluation plan throughout the grant project so that it is meaningful and supports the overall direction of the grant. As the lead applicant, PLI will create a regular meeting schedule with the Core Leadership Team, Grant Advisory Team, as well as various members of the four partner organizations as appropriate. The U. C. Berkeley Grant Coordinator will be the main project manager of this grant providing accountability checkpoints and progress updates for the core and advisory teams. In addition, PLI will develop electronic systems and structures that support the collaboration such as a shared calendar for grant activities as well as file sharing mechanisms.

Partners and Partner Selection The University of California at Berkeley embraces a mission of teaching, research, and service in pursuit of the public good. The preparation of professional educators (teachers, administrators, and pupil services personnel) is distributed

among four of the University's decanal units: Graduate School of Education, the School of Social Welfare, the Division of Mathematical and Physical Sciences within the College of Letters and Sciences, and University Extension. Institutional leaders have a shared mission in professional education: to prepare educators who demonstrate the knowledge, skill and dispositions to advance both excellence and equity, and who will emerge as leaders in their schools, districts, and profession.

The preparation of education professionals constitutes a central component of the Graduate School of Education's mission at the University of California, Berkeley. Our programs, and those sponsored by other units on campus with whom we collaborate, demonstrate our commitment to the preparation of education professionals for California schools and districts and represent a significant contribution of our faculty and staff to the quality of K-12 education. As the lead applicant for OLAS, PLI was responsible for selecting the members of the partnership. Criteria included prior successful working relationships, the existence of current successful working relationships, willingness, interest, and expertise related to the OLAS grant goals.

The mission of the Principal Leadership Institute is to prepare, induct, and support a diverse community of equity focused school leaders who will improve education for vulnerable and historically underserved students in California's public schools in support of social justice. To date, the program has graduated over 500 educational leaders, 88% of whom work in the Bay Area. Currently, over 60 alumni work in OUSD.

The Multicultural Urban Secondary English (MUSE) program develops teachers that are able to effectively respond to the complex context of urban schools. To date, MUSE has prepared over 360 teachers, 60% of whom work in OUSD. Dr. Lanette Jimerson will be leading the evaluation portion of OLAS. In a previous role, she was one of the designers of the Writing Performance Tasks for the Smarter Balanced Assessment Consortium and has led trainings for the Literacy Design Collaborative, a nation-wide collaborative, that support teachers in all genres to implement content-area literacy. Dr. Jimerson is also a trained educational researcher and a former Program Manager for the Stanford Center for Assessment, Learning and Equity (SCALE). In this position she designed, implemented and evaluated teacher and student performance assessments

UCMP has a long history of providing educational support for undergraduate and

graduate students as well as K-12 teachers and students. They have developed award-winning online resources that are highly regarded by educators and support professional development for teachers. Since, the site Understanding Evolution (<http://evolution.berkeley.edu>) was launched in 2004, it has been recognized throughout the evolution education community, by instructors and students alike with more than 1,000,000 page requests per month during the school year. UCMP has also developed the site Understanding Science (<http://undsci.berkeley.edu/>) which supports a broader public understanding of what science is and why it matters and improves teacher understanding of the nature of the scientific enterprise. Finally, UCMP is developing a new web resource, *Understanding Global Change*, which will be an accessible and scientifically valid site designed to meet the needs teachers and the general public seeking information that describes and explains the nature of global change.

Common Interests, Benefits, and Contributions Founded in 1868, the University of California's fundamental missions are teaching, research and public service. Informed by the University of California Academic Plan, the UC system strives to "serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge." OLAS is aligned to the UC mission because it provides a formalized opportunity for PLI, MUSE, and UCMP to share the latest educational research in a practice oriented setting that will ultimately support California's K-12 student population. In addition, the opportunity to work in depth with Instructional Leadership Teams provides important insight and learning that will inform the preparation of future teachers and leaders as well as professional learning offerings provided by the university.

OUSD has benefitted from multiple partnerships with UCB particularly in the areas of content knowledge and professional development. OLAS presents an opportunity to focus on a current gap- the systematic support of English Learner students through content instruction in a dual language environment with the support of deep content expertise. In addition, it provides an opportunity for the Science and ELLMA departments to work closely together.

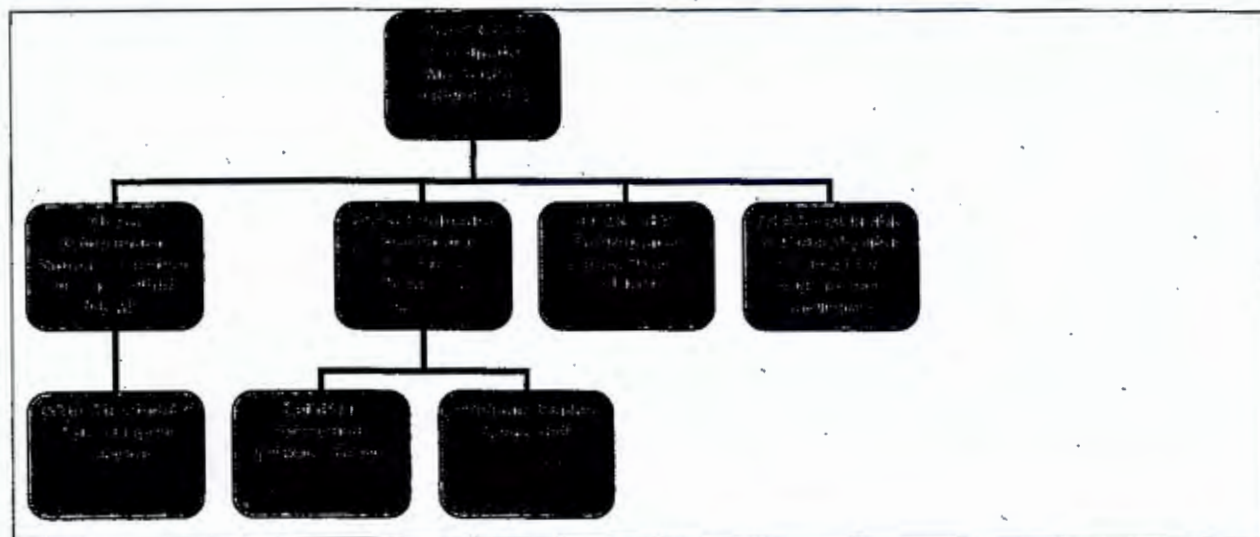
Private School Outreach In accordance with the grant requirements, all 44 private schools within the LEA boundaries were contacted via email about the grant. The email described the focus of the work and invited them to apply if we receive funding. To date, one private dual language school has expressed interest in applying. Others have responded, but have not met the

qualifications.

Local and Regional Impact Currently, each district is individually responsible for supporting effective professional learning opportunities for the NGSS as well as the support for dual language instruction at large. One of the strengths of the OLAS grant is that it will spark the creation of an ongoing network that supports the ILTs of dual language elementary schools in the region to implement the NGSS. This network will sustain the work of OLAS and expand the regional reach of the grant beyond OUSD to other high needs LEAs who have dual language programs such as Hayward Unified, Vallejo Unified, Ravenswood School District, Pittsburgh Unified, and San Francisco Unified.

Part 5: Project Staff

OLAS Organizational Chart



*Core Leadership Team members highlighted in bold.

Core Leadership Team Responsibilities Mia Settles Tidwell is the coordinator of Leadership Connection, the outreach arm of PLI. Mrs. Tidwell will be the OLAS Grant Coordinator responsible for the full implementation of all grant activities in collaboration with the four partners. In addition, she will develop the instructional leadership component of the grant and coordinate the site based coaching and facilitation as well as the provision of the Equity Centered Professional Learning Communities. Prior to joining the PLI in July of 2015, Mrs. Tidwell served as the Chief of Operations for OUSD. Her deep knowledge of our LEA partner, OUSD, and 23 years of experience designing and implementing professional learning and project-management leading projects within the district will support her role as the OLAS project

coordinator.

Dr. Lanette Jimerson is the director the MUSE program and former co-director of the Bay Area Writing Project. The MUSE program has a 15-year history of training educators that understand how to plan and implement lessons that support students' literacy development with BAWP, a regional professional network that supports teachers in K-16 educational environments in implementing literacy development with a particular focus on developing literacy across the content areas for underserved populations. Dr. Jimerson will develop the literacy component of the summer institute.

Dr. Lisa White is the Director of Education and Public Programs at the UCMP. She has also served as a Professor of Geosciences and Associate Dean of the College of Science and Engineering at San Francisco State University. Lisa is active in efforts to increase diversity in the geosciences and, through programs such as SF-ROCKS (Reaching Out to Communities and Kids with Science in San Francisco) and METALS (Minority Education through Teaching and Learning in the Sciences), she trains and guides underrepresented minority students in wide-ranging geoscience learning experiences. Lisa holds degrees from San Francisco State University (B.A. in Geology) and the University of California at Santa Cruz (Ph.D. in Earth Sciences).

Laura Prival is the Coordinator of Elementary Science in the Oakland Unified School District. Laura has taught science in both urban and rural schools and was previously a fifth grade teacher in Oakland. She has also worked as a service learning specialist, a curriculum writer, and an education consultant for non-profit organizations. Laura is a doctoral student in Education at Mills College. She holds a B.A. in sociology, an M.A. in Teaching, a Single Subject Teaching Credential in Biological Sciences, and a Multiple Subject Teaching Credential.

Part 6: Project Participants

Recruitment and Selection OUSD Science and ELLMA departments identified the five dual language elementary schools that would most benefit from participating in the grant. Criteria included length of implementation of the dual language model at the site as well as principal capacity for collaborative work. Then, the two departments approached the Network Superintendent who supervises the five schools asking for her support. Once she gave her approval, the OUSD science department reached out to each of the principals, informing them

that their supervisor was supportive. Principals discussed the opportunity with their Instructional Leadership Teams (ILTs) and submitted a letter of support if they were interested.

Instructional Leadership Team Description OUSD has required each principal to create an Instructional Leadership Team composed of teacher leaders who support the implementation of various subjects including the Elementary Lead Science Teacher. These teams will be participating together in the OLAS grant. The ILTs of these schools are among the strongest in the district. This can, in part, be attributed to the fact that all of them engaged in a design period and incubation to build their program that was supported by the district such as support in developing leadership structures and providing authentic opportunities for teams to engage in shared visioning work and distributed leadership. These teams are instructionally focused, regularly use data to evaluate, inform, and progress monitor their services to students, and carry the school vision.

Retention Activities As described earlier in Part 1, the partners who will implement the OLAS grant have long-standing relationships and consistent leadership. There is little risk of non-completion. In addition, the schools and teachers recruited for OLAS are deeply committed to their school's dual language instructional model and are eager to receive more support. Stipends will be provided for all school personnel who participate. District leadership support from the Regional Superintendent as well as the Executive Director of ELLMA and Manager of Science will help to buffer the schools from competing commitments. UCB will also provide publicity support to UCB and OUSD to celebrate the work of the OLAS grant.

Part 7: Evaluation Plan

Evaluation Overview and Key Questions The evaluation component of OLAS has been designed to be primarily a process evaluation that is integrated into the project goals and objectives throughout the grant. In addition, it is informed by an intersection of the survey responses from participants in the Oakland Unified Next Generation Science Standards and Language Development Institute; the California Quality Professional Learning Standards; the Review of Services for English Language Learners in the Oakland Unified School District report; and the Oakland Unified School District Leadership Dimensions. The evaluation will investigate the following three key questions through a mixed-methodology:

1. How does the convening of Instructional Leadership Teams from different schools provide opportunities for learning within and inform the learning across Instructional Leadership Teams?

2. How does the current student outcome data inform the implementation needs for NGSS as evaluated by the Instructional Leadership Teams and how do the grant activities align to the identified needs?
3. How do Instructional Leadership Team members engage in inquiry to further develop their instructional leadership capacity?

Evaluation rationale, instrumentation, activities, and techniques

Question 1: How does the convening of Instructional Leadership Teams from different schools provide opportunities for learning within and inform the learning across Instructional Leadership Teams?

Rationale Results from the 2014-15 Oakland Unified Next Generation Science Standards and Language Development Institute survey responses indicate a need to provide additional professional development to support teachers in developing units that have content literacy including opportunities during the school year. Furthermore, the 2015 Review of Services for English Language Learners in Oakland Unified School District recommended that additional opportunities for collaboration across school sites are created and that “extensive professional development to all educators on how the new standards work together and the importance of using both language and content standards to guide instruction” (Understanding Language, Stanford University School of Education, 2015, p. V).

Evaluation activities include Pre and Post Surveys based on Oakland Unified Leadership Dimension 7.1 Instructional Expertise Leader and Leadership Dimension 7.2 Instructional Expertise: Teacher and Teams. Individual Interviews using a semi-structured interview protocol. Observations and field notes of Instructional Leadership Team meetings—both at a particular site and whole group meetings. Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in graph and numerical form.

Question 2: How does the current student outcome data inform the implementation needs for NGSS as evaluated by the Instructional Leadership Teams and how do the grant activities align to the identified needs?

Rationale The 2015 Review of Services for English Language Learners in Oakland Unified School District report noted a need for Oakland Unified to “establish measurable and ambitious language development and academic achievement targets” (Understanding Language, Stanford School of Education, 2015, p. vi). Establishing measurable targets requires Instructional

Leadership Teams to be effective users of data both in identifying appropriate data and analyzing the impact of data on instruction. Additionally the California Quality Professional Learning Standards also indicate the use of disaggregated data as a key point of Element A, indicator 1: Addressing Students' Capabilities and Needs. Lastly, although Oakland recently engaged in professional development focused on the Next Generation Science Standards and Language Development there was not an explicit focus on data collection and analysis for informed decision-making.

Evaluation activities include Pre and Post Surveys on data informed decision-making, individual Interviews using a semi-structured interview protocol, coding of ILT meeting agenda items (indication of focus for ILTs). Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in graph and numerical form. Sources of evidence include student performance data, observation of vital student actions as outlined in the OUSD K-12 Science Learning Principles and Actions Tool.

Question 3: How do Instructional Leader Team members engage in inquiry to further develop their instructional leadership capacity?

Rationale The QPLS identify ongoing and consistent engagement in professional learning with colleagues as key indicators. Aligned to the QPLS standards are the Oakland Leadership Dimensions of Resilience and Instruction which frames effective instructional leaders as providing consistent opportunities for teachers to push through challenges and engage in collaboration, inquiry, and reflection to respond to student needs and social and organizational structures that may prove challenging.

Evaluation activities include reflection protocol, observations and field notes of Instructional Leadership Team meetings, individual Interviews using a semi-structured interview protocol. Data analysis techniques will be descriptive coding (Saldaña, 2009) and simple quantitative analysis such as averages, median, and percentages displayed in graph and numerical form.

Dissemination of results to the field of education and UCB The evaluation findings will provide key information for institutes of higher education (IHEs) on how to adequately prepare teachers and administrations to work collaboratively to develop students' content literacy skills.

Given that the new standardized writing performance tasks focus on literacy across the disciplines, such as the released 4th and 5th grade practice writing performance, which both focus on science procedures and biology, and thus requires content literacy skills such as reading scientific charts and biological information about animals, IHEs must adequately prepare teachers and principals to plan and implement effective instruction focused on content literacy. Additionally, IHEs play a significant role in developing teachers and leaders that engage in inquiry and collaborate with colleagues through a learner perspective. The evaluation will provide IHEs with information on which strategies and areas of need are most impactful for developing both teachers and leaders understanding of how to plan and implement content literacy as well as the conditions necessary to support inquiry and a learner perspective.

The evaluation team will prepare four white papers that will focus on each of the inquiry questions and the overall implementation, successes and challenges of the grant. The white papers will be disseminated through the Bay Area Writing Project Network that engages over 750 educators in K-16 educational environments, regional Summer Institute members who will attend a professional learning event in June 2017, presentations at various educator preparation conferences such as the California Council of Teacher Educators, University Council for Education Administration, and California Association of Bilingual Education conference, presentations at the GSE Teacher Education Research Group, and finally the white papers will be posted on the GSE Professional Programs website, PLI website, and BAWP website.

Evaluation impact on LEA The evaluation activities seek to track the use of data and research to impact decision-making. This focus along with the reflection protocol, semi-structured interviews, instructional leadership team meeting design, and summer institute will provide OUSD with a model of professional development geared toward the assets of the participants and useful data to understand how to best utilize its structures, such as Instructional Leadership Teams, and develop systematic opportunities for instructional leaders to collaborate and respond to students' needs.

Part 8: Budget and Cost Effectiveness

Personnel UCB

Project Coordinator UCB: Funding based on the amount of \$80,000 is requested for the cost of the Project Coordinator's salary covering the two years of the grant and summer institute activities. Equivalent to .35 FTE (Project yr. 1) and .34 FTE (Project yr. 2) of the Project

Coordinator's time will be spent on project management of the grant, coordination of core team activities and professional learning, and reporting on meeting annual goals, objectives and activities. Total request is **\$55,744**.

Evaluation Coordinator MUSE: Funding in the amount based on \$91,464 is provide for evaluation support for two years of the grant and summer institute activities. Equivalent to .12 FTE (each project year) of the time will be spent on supervising the evaluation of the grant and management of the Graduate School Researcher. Total request is **\$22,171**.

Field Supervisors: Funds in the amount of **\$24,000** is requested from the for 6 Field Supervisors to provide 10 hours of support, coaching, and critical feedback on leadership dilemmas throughout the two years of project; active participation activities, meetings and summer institute.

Coordinator for Science Content: Funds in the total amount of **\$2,500** for the 2 year project is requested to develop of science professional learning offerings. Total personnel costs: **\$104,415**

Fringe Benefits: The amount of **\$45,943** is being requested and is calculated at the federally negotiated rates of 44% for the salaries of the personnel listed above equal **\$45,943**.

Graduate Student Researcher: Funding total amount of **\$21,180** is requested for the GSR based on a salary of \$41,940 to provide evaluation, research support for the grant, analysis, designing, reporting instrumentation, activities, and techniques. Equivalent to .25 FTE (each project year 1.

Graduate Student Researcher Fee Remission

A Partial Fee Remission is for Graduate Student Researchers (GSRs) working 25–44% time. This type of remission is equal to the amount assessed in CARS for the **Tuition**, the **Student Services Fee**, and the **Health Insurance Fee***. A total of **\$34,263** is requested for fee remission.

Other – Services & Direct Costs:

Content Expert Speakers & Content Support

A total of **\$30,000** is requested for stipends for 15 content expert speakers to provide research-based support, content, pedagogy, and curriculum innovations in the field of Education.

Facilitators: A total of **\$9,200** is requested for stipends for two facilitators to lead equity-centered principals professional learning community and virtual equity-centered principal professional learning community in the fall and spring.

Judith Warren Little

Indirect Costs for UCB: Indirect costs totaling \$18,859 at the rate(s) of 8%% are requested.

Sub-Contractual Costs:

Funding in the total amount of \$235,729 requested for a subcontract with Oakland Unified School District.

Project Coordinator OUSD: Funding in the amount of \$88,022 is requested for .44 FTE of the Project Coordinator's salary covering the two years of the grant to support the OUSD Instructional Leadership Teams (ILTs) and content development.

Participants' Stipend: To support our teacher and principal retention strategies, funds for 25 teacher and principal stipends are requested in the total of \$75,000 over 2 year project.

Fringe Benefits: Fringe benefits are calculated at the federally negotiated rates of 51% for full benefits of the project coordinator for OUSD, and 19% for participant stipends. Fringe benefits for the salaries of the personnel listed above equal \$59,141.

Materials and Supplies Sub-Contractor:

Funds are requested to cover materials and supplies for 25 participants totaling \$1,361.

Indirect Costs of the Sub-Contractor: Indirect charges totaling \$12,204 at the rate(s) of 5.46% are requested from the CEMSPLI Grant.

Application Section III: Required Forms

- **Form A: Copy of Intent to Submit an Application**
- **Form C: Statement of Assurances**
- **Form E: Proposed Budget Narrative**
- **Drug-Free Workplace, CDE-100DF**
- **Lobbying ED 80-0013**
- **Debarment and Suspension, ED 80-0014**
- **General Assurances (CDE-100A)**

**Form A: California Elementary Mathematics and Science
Professional Learning Initiative**

Intent to Submit an Application

Please return this Intent to Submit an Application Form to the California Department of Education (CDE) at the e-mail address or fax shown below if you plan to submit an application for the California Elementary Mathematics and Science Professional Learning Initiative. The CDE will only accept applications for which it has received the Intent to Submit an Application Form. The Intent to Submit an Application Form must be received by the CDE via e-mail or fax by 5:00 p.m. on Friday, August 21, 2015.

Return this form to:

**Marcia Troft, Education Programs Consultant
Professional Learning Support Division
Fax 916-319-0136
E-mail: mtroft@cde.ca.gov**

Applicant: Institute of Higher Education University of California, Berkeley	School of Arts and Sciences College of Letters and Science School of Education Graduate School of Education
Contact Person/Title: Rebecca Cheung, Program Director, Principal Leadership Institute	High-Need LEA Oakland Unified School District
Telephone: 510-418-2861 cell 510-643-5784 work	Administrator Preparation Program: Principal Leadership Institute
E-mail Address: rcheung@berkeley.edu	CCSESA Region: 4

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities.

Superintendent of High-Need LEA Signature

8/19/15

Date

Dean of School of Education Signature

8/17/15

Date

Dean of School of Arts & Sciences Signature

8/20/15

Date

Director of Administrator Preparation Program Signature

8/17/15

Date

**Form C: California Elementary Mathematics and Science
Professional Learning Initiative**

Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that were described in the application. I also certify that each of the following requirements of the California Elementary Mathematics and Science Professional Learning Initiative application has been met:

1. If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the CDE Project Monitor and the Title II Leadership Office prior to making any changes in the activities or expenditures of the project.
2. All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines. In the case of grants supported with federal funds, this shall include audit requirements of the applicable federal Office of Management and Budget Circular.
3. All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
4. Each partner LEA has contacted all accredited private schools within its boundaries to determine if any private schools want their teachers to participate in the California Elementary Mathematics and Science Professional Learning Initiative and evidence of this contact is on file with the Project Director.
5. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations.
6. Grantees commit to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA Web page at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
7. The Project Director commits to gathering teacher and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the Partnership, professional learning activities, and follow-up professional learning.
8. Timely Reporting: Grantees commit to providing all reports according to the pre-determined reporting schedule.
9. Grantee and partner LEAs shall comply with the General Assurances on Form D.

10. Complies with Section 2132(c) of the No Child Left Behind Act of 2001, which requires that "No single participant in an eligible partnership" (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) "may use more than 50 percent" of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.
11. Grantees will ensure that Improving Teacher Quality State Grant funds are used to supplement and not to supplant funding that would otherwise be used to support proposed activities.
12. If funded all grantees will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (2 CFR Chapter I, Chapter II, Part 200, et al.).

Signature by Authorizing Officials: By signing this document, I certify that my organization will participate in the project and related follow-up activities. In addition, I confirm that any specific resources listed in the attached budget will be made available for this project.



Dean of School of Arts & Sciences Signature

9/14/15

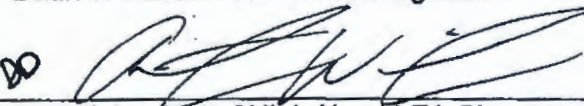
Date



Dean of School of Education Signature

9/10/15

Date



Superintendent of High-Need LEA Signature

9/2/15

Date



Director of Administrator Preparation Program Signature

9/2/15

Date



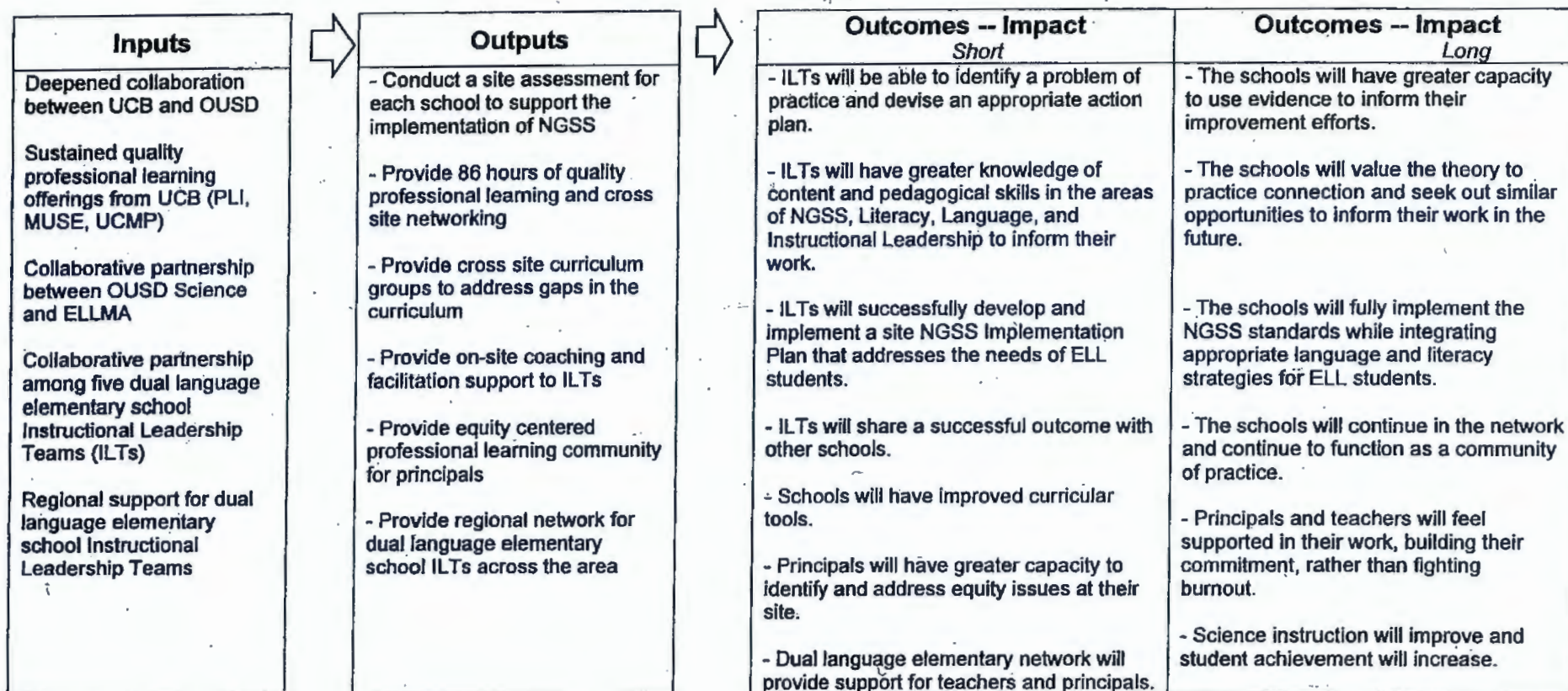
Fiscal Agent Signature

9/23/15

Date

JYL BALDWIN
ASSOCIATE DIRECTOR
SPONSORED PROJECTS OFFICE

Oakland Language immersion Advancement in Science (OLAS) Logic Model



Assumptions

- Instructional Leadership Teams need high quality professional learning experiences to improve their practice.
- Dual language elementary schools need professional learning and support that is specific to their instructional model.
- Universities and school districts both benefit from deep collaboration.

External Factors

- Schools districts will continue to have limited resources to support all professional learning that is needed to improve teaching and learning.
- Dual language elementary school models will continue to exist, but will not become the dominant instructional model across the region.
- Universities will continue to have deep content expertise and can benefit from deep collaboration with school districts.

Logic Model/

Activities, Timeline, and Responsible Parties

Instructions:

1. Develop a chart s
2. Use the chart bel
3. Add additional lin

Showing the Logic Model for the proposed project.
 ow as a template to outline the Key Project Activities,
 sible Party/Parties and Evaluation.
 as as needed.

Key Project Activity	Pr	Relates to Which Project Component or Outcome	Completion Date (Timeline)	Responsible Party/Parties	Expected Learning Outcomes
PHASE I Initial Assessment & Self Assessment <ol style="list-style-type: none"> 1) Introductory Letter/Email 2) Initial Site Visit 3) Inaugural Core Team Meeting 		Supporting CEMSPLI Teachers Establishing a professional learning culture Adherence to the Quality Professional Learning Standards (QPLS) use of summative and formative data in addressing students' capabilities and needs; use of data shared by educators about knowledge, skills, and dispositions to determine strengths and gaps in content and pedagogical knowledge; use of school wide information to determine current policies, practices	5/30/2016	Grant Coordinator UCB 6 Schools and their ILTs	Gathering baseline data on each participating school Assessment of the school teams professional learning needs Strengths & Challenges of each participating school Expectations & Shared Goals of the Oakland Language immersion Advancement in Science Project

	and outcomes that improve efforts in identifying strengths, gaps and needs			
<p>PHASE II</p> <p>Summer Institute Part I</p> <p>1) 40 hours of differentiated professional learning in a one week summer institute focused on science instruction, literacy and leadership</p> <p>2) In school teams, development & design of school site NGSS implementation plan 2016-17</p> <p>3) Building capacity of school teams to assess current state of implementation at school sites through the use of research-based tools to expand and broaden knowledge and practice</p>	<ul style="list-style-type: none"> ▪ Quality professional learning builds educators' knowledge and understanding of subject matter curricula and materials to meet content and performance expectations and make students college and career ready ▪ Alignment with the Superintendent's Quality Professional learning Standards (QPLS) which outlines best practices in improving professional learning opportunities. ▪ Improved and expanded teacher content knowledge and pedagogical skills ▪ Increasing family involvement in school ▪ Develops educators' 	8/31/2016	<p>Grant Coordinator UCB</p> <p>Coordinator Science Content</p> <p>Evaluation Coordinator</p> <p>Coordinator Elementary Science OUSD</p>	<p>Deepen Knowledge of research based strategies and pedagogical approaches to teaching and leading in NGSS in dual language communities</p> <p>Alignment of NGSS Implementation plans to meet the identified needs of schools through the analysis of multiple sources of data</p> <p>The role of parental involvement in the academic achievement of students and how to incorporate family and school wide activities to achieve a shared goal or address an</p>

<p>4) Data Analysis & Research Based Activities and Strategies such as: Universal Learning Design, CA QPLS, Greatness by Design, Data Analysis/Self Assessment</p> <p>5) Examining the role and strategies used to increase family involvement in schools</p>	<p>abilities to use formative and summative data to inform planning, resource acquisition and allocation, and modification of content and instruction</p> <ul style="list-style-type: none"> ▪ Analysis of school program and inclusion of Special Education colleagues in CACSM or CACSS 			<p>identified need</p>
<p>PHASE III</p> <p>School Site Based Supports & Conditions for Success</p> <p>1) Provide 10-hours monthly of on-site coaching and facilitation</p> <p>2) Facilitate curricular work groups composed of diverse colleagues and across school sites to identify a problem of practice (POP),</p>	<ul style="list-style-type: none"> ▪ Creating multiple opportunities, in different settings for educators to practice and receive feedback on new skills ▪ Support school instructional leadership teams in identifying a problem of practice, addressing and making recommendations for future improvement in the LEA ▪ Modify instructional and 	<p>5/31/2017</p>	<p>Grant Coordinator</p> <p>PLI Facilitators & Coaches</p>	<p>Analysis and successful consultancy through exploring a problem of practice</p> <p>Establishing a community of practice and implementation of the NGSS school plans</p> <p>Innovative ways in addressing the NGSS for Dual Language Programs</p>

<p>address the (POP) within the professional learning community, link it to student educational outcomes, and make recommendations to the LEA for future improvements in science instruction, literacy and instructional leadership</p> <p>3) Facilitate equity-centered professional learning for school site administrators</p>	<p>leadership practices grounded in researched based activities and strategies</p> <ul style="list-style-type: none"> Professional learning activities that will support principals in creating the condition for the CEMSPLI teachers to enhance their content knowledge and pedagogical skills while establishing a professional learning culture Quality professional learning develops educators' attitudes, beliefs, and dispositions to ensure differentiated support is provided to meet performance expectations, build flexible and equitable pathways and strengthen students' participation, engagement, connection and inclusion 			
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<p>PHASE IV</p> <p>Summer Institute II Regional Support Network Launch & Learning Showcase</p> <ol style="list-style-type: none"> 1) 40 hours of differentiated professional learning in a one week summer institute focused on science instruction, literacy and leadership 2) Host and expand professional learning sessions to additional OUSD Spanish Dual Language schools 3) Offer the Greater Region of LEA high needs schools into the Network to participate in the professional learning (such as: SFSUD, HaywardUSD, PittsburgUSD, Ravenswood, Vallejo City USD) 	<ul style="list-style-type: none"> ▪ Value and demonstrate the essential role of current and prospective K-12 personnel in planning and implementing professional learning activities ▪ Builds on educators' school-wide and district goals, needs and perspectives; responsive to educators' contexts by considering grade level, subject matter, school setting, performance and demographics ▪ Applies evidence-based practices, is grounded in research and provides educators with opportunities to analyze, apply, modify, engage, and evaluate learning ▪ Improved and expanded teacher content knowledge and pedagogical skills ▪ Increasing family involvement in 	<p>8-31-2017</p>	<p>Grant Coordinator UCB</p> <p>Coordinator Science Content</p> <p>Evaluation Coordinator</p> <p>Coordinator Elementary Science OUSD</p>	<p>Deepen knowledge of research based strategies and pedagogical approaches to teaching and leading in NGSS in dual language communities</p> <p>Demonstration of metacognitive learning facilitated by participating school instructional teams</p> <p>Implementation plans to meet the identified needs of schools through the analysis of multiple sources of data</p> <p>The role of regional instructional teams in advancing and improving academic achievement for Spanish Dual Language programs in high needs contexts</p>
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	<p>school</p> <ul style="list-style-type: none"> ▪ Quality professional learning builds a culture of collaboration and mutual trust by facilitating opportunities for educators to work together to strengthen practice and improve student learning; Analysis of school program and across schools and regional learning exchanges ▪ Quality Professional learning structures opportunities for educators and external collaborators to exchange promising practices and resources; Regional demonstration of learning and professional growth amongst educational peers 			
<p>PHASE V</p> <p>Fall Network Activities</p> <p>1) Design,</p>	<ul style="list-style-type: none"> ▪ Quality professional development offers diverse, research-based 	12/1/2017	<p>Grant Coordinator</p> <p>Evaluation Coordinator</p>	<p>Evaluation by school teams and accountability for meeting the</p>

<p>develop, and participate in two 3-hour (face-face) sessions on curriculum development and cross networking and learning exchanges</p> <p>2) Facilitate equity centered online professional learning for school site administrators</p> <p>3) Analysis of evaluations from phases 1-4</p>	<p>learning designs with an emphasis on active engagement of educators</p> <ul style="list-style-type: none"> Ensures that educators interact with content and with internal and external learning networks during a continuous learning process Uses technology to enhance and extend learning opportunities 		<p>Coordinator Elementary Science OUSD</p>	<p>goals set in the school site NGSS implementation plans</p> <p>Analysis of curricular gaps, student needs, shifts in practice and conditions for successful implementation</p> <p>Identifying leadership and instructional practice dilemmas ; using strategies and approaches that are critical and constructive</p>
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Form E: California Elementary Mathematics and Science Professional Learning Initiative

Each application must include this **Budget Summary** to reflect the projected expenditures for all partners during the project period of January 1, 2016, through December 31, 2017. Please add additional rows as needed.

Lead IHE Name: The Regents of the University of California, Berkeley	
Project Director: Judith Warren Little	Phone Number: 510-643-7458/ 510 643-5784
Amount Requested: \$500,000	Fiscal Agent Contact: Yousef Kubis 2150 Shattuck Avenue Suite 300 Berkeley, California 94704-5940 510-642-0120/ FAX 510-642-8236

PROPOSED BUDGET SUMMARY

Object Code	Object of Expenditure	Proposed Expenditures			Other
		FY 2015-16 (1-1-16 to 12-31-16)	FY 2016-17 (1-1-17 to 12-31-17)	Total	Amount from Other Source(s) (In-Kind)
1000	Certificated Salaries	\$10,976 \$28,000 \$12,000 \$1,250	\$11,195 \$27,744 \$12,000 \$1,250	\$104,415	0
2000	Classified Salaries	\$10,485	\$10,695	\$21,180	0
3000	Employee Benefits	\$4,829 \$12,320 \$5,280 \$550	\$4,926 \$12,207 \$5,280 \$550	\$45,943	0
4000	0	0	0	0	0
5000	Services and Other Operating Expenditures (excluding Sub- agreement for Services and Travel)	\$16,552 \$15,000 \$4,600	\$17,711 \$15,000 \$4,600	\$73,463	0
5200	Participant Travel/Project Staff Travel	0	0	0	0
	SUBTOTAL			\$205,801	0

7000	Indirect Costs (5.46%) Cannot Exceed 8%	\$10,423	\$8,436	\$18,859	0
5100	Sub-agreement for Services	\$116,873	\$118,856	\$235,759	0
6000	Capital Outlay	0	0	0	0
	TOTAL	\$249,138	\$250,450	\$499,588	

CDE use only

Reviewed and Approved by:

CDE Fiscal Analyst:	Title:	Date:
CDE Program Monitor:		
CDE Administrator:		

**Form F- California Elementary Mathematics and Science
Professional Learning Initiative**

Provide a proposed **Budget Narrative** to explain the calculations that led to the budget figures in the Proposed Budget Summary on Form E and how the funds link to the Partnership's Narrative Responses in Parts 1 through 7. Use additional pages of this form as necessary. Note: Applicants can opt to use Form F for each project year separately.

Lead IHE Name: The Regents of the University of California, Berkeley	
Project Director: Judith Warren Little	Phone Number: 510-643-7458/ 510 643-5784
Amount Requested: \$500,000	Fiscal Agent Contact: Yousef Kubis 2150 Shattuck Avenue Suite 300 Berkeley, California 94704-5940 510-642-0120/ FAX 510-642-8236

PROPOSED BUDGET NARRATIVE

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
1000 Certificated Salaries	<p>Year 1:</p> <p>Grant Coordinator UCB: Funding cost of the Project Director's salary covering the two years of the grant and summer institute activities. Equivalent to .35FTE and .34 FTE (each project year) of the Project Director's time will be spent on project managing the grant, coordinating professional learning, and reporting on meeting annual goals, objectives and activities.</p> <p>Evaluation Coordinator: To manage the evaluation and planning of the GSR.</p>	<p>Year 1: \$52,226</p> <p>Year 2: \$52,189</p>	<p>Year 1:</p> <p>Year 2:</p>

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	<p>Coordinator Science Content for science curriculum development and design</p> <p>Field Supervisors To provide facilitation of site curricular working groups, equity centered professional learning communities for principals, and site based leadership support in the form of coaching and facilitation.</p> <p>Year 2: Grant Coordinator UCB: Funding cost of the Project Director's salary covering the two years of the grant and summer institute activities. Equivalent to .35 FTE (each project year) of the Project Director's time will be spent on project managing the grant, coordinating professional learning, and reporting on meeting annual goals, objectives and activities.</p> <p>Evaluation Coordinator: To manage the evaluation and planning of the GSR.</p> <p>Coordinator Science Content for science curriculum development and design</p> <p>Field Supervisors To provide facilitation of site curricular working groups, equity centered professional learning communities for principals, and site based leadership</p>		

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	support in the form of coaching and facilitation.		
2000 Classified Salaries	<p>Year 1: Graduate Student Researcher UCB: Funding to provide evaluation support for two years of the grant and summer institute activities. Equivalent to .25 FTE (each project year) of the time will be spent on evaluation, design, supervision and oversight of the Graduate Student Researcher (GSR).</p> <p>Year 2:</p> <p>Graduate Student Researcher UCB: Funding to provide evaluation support for two years of the grant and summer institute activities. Equivalent to .25 FTE (each project year) of the time will be spent on evaluation, design, supervision and oversight of the Graduate Student Researcher (GSR)..</p>	<p>Year 1: \$10,485</p> <p>Year 2: \$10,695</p>	<p>Year 1:</p> <p>Year 2:</p>
3000 Employee Benefits	<p>Year 1: Fringe at 44%</p> <p>Year 2: Fringe at 44%</p>	<p>Year 1: \$22,979</p> <p>Year 2: \$22,963</p>	<p>Year 1:</p> <p>Year 2:</p>
4000 Books and Supplies	<p>Year 1:</p> <p>Year 2:</p>	<p>Year 1:</p> <p>Year 2:</p>	<p>Year 1:</p> <p>Year 2:</p>
5000 (excluding Sub-agreements for Services and Travel)	<p>Year 1:</p> <p>Facilitators: Will host professional learning communities for principals</p> <p>Speakers: Content experts to provide content, pedagogy and curriculum</p> <p>Year 2:</p> <p>Facilitators: Will host professional learning communities for principals</p> <p>Speakers: Content experts to provide</p>	<p>Year 1: \$36,152</p> <p>Year 2: \$37,311</p>	<p>Year 1:</p> <p>Year 2:</p>

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	content, pedagogy and curriculum		
5200 Participant Travel/ Project Staff Travel	Year 1: Year 2:	Year 1: Year 2:	Year 1: Year 2:
SUBTOTAL	Year 1: Year 2:	Year 1: \$121,842 Year 2: \$123,158	Year 1: Year 2:
7000 Indirect Costs	Year 1: It costs money to manage a project of this significance, beyond direct services, there are indirect costs such as: Equipment and maintenance of services, copiers, phones, IT support, grant management, auditing and reporting, insurance and liability Year 2: It costs money to manage a project of this significance, beyond direct services, there are indirect costs such as: Equipment and maintenance of services, copiers, phones, IT support, grant management, auditing and reporting, insurance and liability	Year 1: \$10,423 Year 2: \$8,436	Year 1: Year 2:
5100 Sub-agreement for Services	Year 1: Sub-agreement with OUSD Project Coordinator Stipends for participants Materials/Supplies Indirect Costs Fringe Benefits Year 2: Sub-agreement with OUSD Project Coordinator Stipends for participants	Year 1: \$116,873 Year 2: \$118,856	Year 1: Year 2:

Object Code (if applicable)	Detailed Explanation of Expenditure	CEMSPLI Funding	Amount from Other Source(s) (In-Kind)
	Materials/Supplies Indirect Costs Fringe Benefits		
6000 Capitol Outlay	Year 1: Year 2:	Year 1: Year 2:	Year 1: Year 2:
TOTAL	Year 1: Year 2:	Year 1: \$250,129 Year 2: \$249,459	Year 1: Year 2:

Oakland Language immersion Advancement in Science (OLAS)
January 1, 2016 -December 31, 2017

Senior Personnel		mo. Rate	no. months	Yr1 Yr2 Yr3	percentage	Yr1	Year 1	Year 2	Total
						1/1/16 - 12/31/16	1/1/17 - 12/31/17		
Judith Warren Little		0	0	0 cal	100%	100%	0	0	0
					Total PI salary		0	0	0
Other personnel									
Project Director L. Jimerson		7,622	12	12 cal	12%	12%	10,976	11,195	22,171
Project Director M. Settles-Tidwell		6,667	12	12 cal	35%	34%	28,000	27,744	55,744
Field Program Supervisors							12,000	12,000	24,000
Coordinator for UCMP							1,250	1,250	2,500
					Total Other Personnel		52,226	52,189	104,415
Other Personnel - GSR									
GSR -Evaluation support		3,495	9	3	0.25	0.25	10,485	10,695	21,180
					Total Other Personnel		10,485	10,695	21,180
					TOTAL SALARIES		62,711	62,884	125,595
Fringe Benefits									
					Rate				
PI							0	0	0
Project Director L. Jimerson					44.0%	44.0%	4,829	4,926	9,755
Project Director M. Settles-Tidwell					44.0%	44.0%	12,320	12,207	24,527
Field Program Supervisors					44.0%	44.0%	5,280	5,280	10,560
Coordinator for UCMP					44.0%	44.0%	550	550	1,100
					Fringe benefits for Other Personnel		22,979	22,963	45,943
GSR fee remission									
1	GSR fee remission	2 semesters	(est. 7% ann increase)		8,276	8,855	16,552	17,711	34,263
					GSR fee remission		16,552	17,711	34,263
					TOTAL BENEFITS		39,531	40,674	80,205
					TOTAL SALARIES AND BENEFITS		102,242	103,558	205,800
Other Direct Costs									
Speakers		15 /yr	1,000				15,000	15,000	30,000
Facilitators		2 /yr	2,300				4,600	4,600	9,200
					TOTAL OTHER DIRECT COSTS		19,600	19,600	39,200
Subaward									
OUSD							117,864	117,865	235,729
					TOTAL SUBAWARD		117,864	117,865	235,729
					TOTAL DIRECT COSTS		239,706	241,023	480,729

Indirect Costs
8%

Yr 1	Yr 2			
130,290	105,447	10,423	8,436	18,859
TOTAL INDIRECT COSTS		10,423	8,436	18,859
TOTAL REQUEST		250,129	249,459	499,588

Form: California Education Leadership Professional Learning Initiative

Organizational Partner Roles, Responsibilities, and Resource Chart

List each partner in the project and describe their roles and responsibilities for each proposed project component in your grant application. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/ or support that they will provide for project activities. Add additional rows as needed.

	Partner/Organization Name	Roles and Responsibilities in the Project	Resources/Support Provided for Project Activities
1.	U.C. Berkeley, Graduate School of Education (GSE) Multicultural Urban Secondary English Master's and Credential Program (MUSE) Dr. Lanette Jimerson	Dr. Lanette Jimerson will serve as the evaluation coordinator and will design the professional development offerings focused on literacy and language in conjunction with the Bay Area Writing Project (the outreach arm of MUSE)	Manage the evaluation plan Design all instrumentation and complete the analysis of the project implementation and annual goals Communicate and coordinate regularly with Partnership/ Core Team. Attend all project planning and leadership meetings.
2.	U.C. Berkeley Museum of Paleontology (UCMP)	Dr. Lisa White, will serve as the coordinator for science professional learning offerings.	Plan & Design the professional learning offerings for science instruction. Communicate and coordinate regularly with Partnership/Core Team Attend all project planning and

3.	U.C. Berkeley Principal Leadership Institute (PLI)	Mia Settles-Tidwell will serve as UC Berkeley grant coordinator for the OLAS grant; design the leadership professional development offerings, coordinate the site based coaching, facilitation, and principal's equity centered professional learning communities, and provide accountability checks for grant implementation.	<p>Assist with communication to project partnership.</p> <p>Serve as the U.C. Berkeley point of contact for OUSD, MUUSE, BAWP, and UCMP.</p> <p>Communicate and coordinate regularly with Partnership.</p> <p>Attend all project planning and leadership meetings.</p> <p>Coordinate and plan project activities with Core Leadership Team.</p> <p>Act as the liaison for the U.C. Berkeley for the partnership Plan, collaborate and facilitate Core Team Meeting</p> <p>Track and document the process and progress of the implementation of the project</p> <p>Report to and seek guidance from OLAS Advisory Team</p> <p>Complete administrative functions for operations and reporting of requirements</p>
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4.	Oakland Unified School District Laura Prival	Science Coordinator, will serve as the grant coordinator for Oakland Unified School District	<p>Recruit participating teachers and principals.</p> <p>Assist with communication to project participants.</p> <p>Serve as the OUSD point of contact for UC Berkeley staff.</p> <p>Communicate and coordinate regularly with UC Berkeley staff.</p> <p>Attend all project planning and leadership meetings.</p> <p>Coordinate and plan project activities with Leadership Team.</p> <p>Act as the liaison for the OUSD Science Department and the English Language Learner and Multilingual Achievement (ELLMA) Office.</p> <p>Completing all stipend payments and reporting requirements</p>
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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110.

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended, or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant.

Place of Performance (street address, city, county, state, zip code)

1000 Broadway

Oakland, California 94607

Alameda County

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart E, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: The Regents of the University of California, Berkeley

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford, Contract & Grant Officer

Signature:



Date:

9/24/15

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 Code of Federal Regulations (CFR) Part 82, "New Restrictions on Lobbying". This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82 for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 to 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying" (revised July 1997) in accordance with its instructions.

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: The Regents of the University of California, Berkeley

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford, Contract & Grant Officer

Signature



Date

9/24/15

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 *Code of Federal Regulations* Parts 180 and 3485, for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to his proposal.

Name of Applicant: The Regents of the University of California, Berkeley

Name of Program: Principal Leadership Institute

Printed Name and Title of Authorized Representative: Angela Ford Contract and Grant Officer

Signature: *Angela Ford* Date: 9/24/15

General Assurance

California Department of Education

<http://www.cde.ca.gov/fg/fo/fm/generalassur2013.asp>
 AM

Assurances 2013-14

Assurances General Assurances and Certifications for fiscal year 2013-14.

1. Programs and services provided under the California Fair Employment and Housing Act, Division 1 of Title 5
2. Programs and services provided under the Education Amendment Act of 1972, with the provisions of Chapter 2, Part 1 of Division 1 prohibiting discrimination on the basis of sex
3. Programs and services provided under the Education Amendments of 1972
4. Programs and services provided under the Age Discrimination Act of 1975
5. Programs and services provided under the Rehabilitation Act of 1973
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal funds which federal or state law requires to be administered by the state agency
8. Schools/site councils participating in programs funded through the consolidated application process, and any other school program they choose to include, will be developed with the review, certification, and advice of any advisory committees. (EC §64001)
9. The local education agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper allocation and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the LEA of such federal funds, the total cost of the activity for which the funds are used, the share of that cost provided by the LEA, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.735)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has designated these procedures to students, employees, parents or guardians, district/school officials, appropriate private school officials or representatives, and other interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
14. The LEA provides a reasonable opportunity for public comment on the application and considers such comment. (20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operation identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at

ces are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of the California Code of Regulations (CCR)

ces are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Title I of the Education Code (EC), as well as all other applicable provisions of state law relating to discrimination on the basis of sex.

ces are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

ces are and will be in compliance with the Age Discrimination Act of 1975.

ces for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300.303; and Section 504 of the Rehabilitation Act of 1973)

are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))

All statutes, regulations, program plans, and applications appropriate to each program under which federal funds are made available through this application will be met by the applicant agency in its application.

Schools/site councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools and programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any advisory committees. (EC §64001)

The local agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper allocation and federal funds paid to that agency under each program. (CCR T5, §4202)

reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the LEA of such federal funds, the total cost of the activity for which the funds are used, the share of that cost provided by the LEA, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.735)

The board has adopted written procedures to ensure prompt response to complaints within 60 days, and has designated these procedures to students, employees, parents or guardians, district/school officials, appropriate private school officials or representatives, and other interested parties. (CCR T5, §4600 et seq.)

that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

in compliance with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)

reasonable opportunity for public comment on the application and considers such comment. (20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))

the certification on constitutionally protected prayer that is required by PL 107-110, §9524

all funds and property related to programs funded through the Consolidated Application. (20 USC, §1120(d)(1))

and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operation identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))

participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)

that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))

The governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at

school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, August 28, 2015

IV. Supporting Documentation

- Copies of letters of support
- Formal agreements between partners
- Vitas or resume' (one page maximum) for each of the key personnel
- List of references used to develop proposal



September 10, 2015

To Whom It May Concern:

I am writing in support of the grant application for the California Elementary Mathematics and Science Professional Learning Initiative submitted by the Principal Leadership Institute, Graduate School of Education at the University of California, Berkeley. As Director of Professional Programs in the Graduate School of Education at UC Berkeley, I strongly support this application because of the collective strength of the programs that are partnering to fulfill the grant's objectives; the commitment of this partnership to Oakland schools; and the substantial benefits that our teacher education and leadership programs stand to gain from this initiative.

The Graduate School of Education is dedicated to preparing highly effective, reflective and responsive educators to lead in our local schools and districts. In order to achieve that mission, we recognize the strength that comes from partnership with the field, and from cross-programmatic collaborations on our own campus. The activities proposed for this grant opportunity embody the best of that type of collaboration and stand to position our own programs to learn and improve. Drawing on science expertise from the UC Museum of Paleontology, language and literacy expertise from our MUSE program and the Bay Area Writing Project, and our highly regarded and successful leadership program, the Principal Leadership Institute, this proposal will contribute to the School's long-standing mission to serve Oakland students and educators by providing effective and quality professional learning activities, coaching, and support.

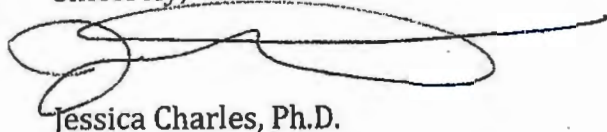
This initiative also dovetails with our existing internal organizational structures that enhance and support cross-programmatic collaboration. In our Teacher Education Inquiry Group, for example, leaders from the MUSE program, the Bay Area Writing Project and the Principal Leadership Institute contribute and discuss research across our programs and implement program changes based on a collective focus on ongoing improvement and commitment to program evaluation and research. This grant could bolster that structure and provide other mechanisms for cross-programmatic collaboration that could benefit not only the partners involved, but all the teacher education programs sponsored by the School, including our elementary credential program and our single subject science and math credential program.

As the flagship research university in California, Berkeley is well positioned to lead the charge to better understand the supports that teachers and leaders need to implement math, science and dual language literacy initiatives in the state. Not only do we have the internal capacity to implement innovative activities such as those described in this proposal, and evaluate them for the purpose of improving our own approach to teacher and leader education, we also have the responsibility and the public platform to

lead other institutions to innovate and respond to the findings from the evaluation of the grant's activities.

If you have questions, I am happy to discuss the strengths of our programs and the institutional supports that currently exist at Berkeley that make this an outstanding application.

Sincerely,

A handwritten signature in dark ink, consisting of a large, stylized 'J' followed by a horizontal line and a small loop at the end.

Jessica Charles, Ph.D.

Director of Professional Programs



September 9, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott and Grant Review Panel,

I am submitting this letter in strong support of the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. As a faculty member of the Graduate School of Education as well as faculty director of the Multicultural Urban Secondary English Program (MUSE) and the Bay Area Writing Project (BAWP), my research seeks to strengthen the teaching practice of our teacher candidates and alumni.

Key to developing strong teachers is an investment in their leadership growth and a deepening of their content and pedagogical knowledge. The OLAS proposal engages both of these two principles. It provides a structure for teacher leaders with administrators to investigate the core literacy practices that will support the development of students within the bilingual programs with a specific focus on underserved populations.

MUSE and BAWP have a history of engaging with the Oakland Unified School District (OUSD) to support underserved populations and strengthen the skillsets of teachers. First and foremost, MUSE trains English teachers with a focus on rigorous instruction and equity to serve Oakland students. Nearly 60 percent of the teachers MUSE has trained since 1998 are currently teaching in OUSD. MUSE partners with the Bay Area Writing Project (BAWP) to provide professional development.

The partnership with BAWP is designed to both support the academic needs of students and to develop the leadership capacity of teachers. The success of these two goals is evidence in the number of MUSE students that first become Bay Area Writing Project Teacher Consultants and after honing their ability to collaborate and share their practice with the members of the BAWP network, they apply for an administrative credential within the Principal Leadership Institute (PLI).

As MUSE and BAWP continue to serve OUSD, the OLAS project provides an opportunity to inform the training of MUSE teachers and creates new pathways for BAWP to support the

leadership development and instructional practice of teachers. For these reasons I fully support the OLAS project and its intended outcomes.

Sincerely,

Jabari Mahiri

Jabari Mahiri, PhD

Professor of Education, UC Berkeley

William and Mary Jane Brinton Chair in Urban Teaching

Faculty Director, Multicultural Urban Secondary English MA

Faculty Director, Bay Area Writing Project

jmahiri@berkeley.edu

OFFICE OF THE SUPERINTENDENT



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

September 8, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott,

Oakland Unified School District (OUSD) fully supports the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. This important initiative will create a unique body of work focusing on leadership in our Dual Language Schools and the Next Generation Science Standards (NGSS). Participating teacher leaders and principals will increase their science content knowledge for use in a dual language setting and develop the leadership skills to implement NGSS schoolwide. These leaders will also create the culture, conditions, and competencies necessary at each school site for all students to succeed. Our Dual Language schools serve some of our most high need students. During a time of new standards implementation, Oakland is excited for the opportunity to lead this work and develop a sustainable model for the region.

As a district, our mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. A strong, high quality science program is an integral part of realizing this mission. In addition, our vision is that all OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Science is subject that provides daily experiences to make this vision a reality. In the coming year, it will be especially important to explicitly address issues of equity. Failure to do so will lead to the replication of the historical achievement gap. If we believe that all students will benefit from NGSS, then it is our obligation as educators to provide the appropriate resources and experiences that will enable all students to achieve at their highest potential.

We look forward to partnering with local and national experts the field at UC Berkeley including the School of Education and the UC Museum of Paleontology. Their support to plan, design and deliver professional development is critical to our mission to implement NGSS. Much of this work will also dovetail with the implementation of Common Core and the leadership development of our principals.

Thank you and we look forward to building a district where every student thrives!

Sincerely,

Antwan Wilson
Superintendent

0

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

MUSEUM OF PALEONTOLOGY
1101 VALLEY LIFE SCIENCES BUILDING

BERKELEY, CALIFORNIA 94720

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

September 11, 2015

Dear Ms. Trott and Grant Review Panel,

I am pleased to offer this letter of strong support to the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. As the Director of Education and Outreach at the University of California Museum of Paleontology (UCMP), I manage a range of educational programs that promote the understanding of Earth and life history and create learning materials that utilize authentic data.

The UCMP has long been involved in K-16 science education and we have several highly regarded web resources supporting instruction in evolution, nature and process of science, and global change (*Understanding Evolution*, <http://evolution.berkeley.edu>, *Understanding Science*, <http://undsci.berkeley.edu>, and *Understanding Global Change* will launch in 2016). Together, *Understanding Evolution* and *Understanding Science* average in excess of five million page requests per month and have been translated in several languages, including Spanish. We serve the education community in many others ways, through a UCMP annual short course, a summer evolution institute, and a summer global change workshop, and the UCMP supports graduate students interested in developing skill in science education and science communication.

The UCMP education and outreach staff is well versed in the Next Generation Science Standards, and we have been partners in past OUSD programs (CAL-BLAST, Collaborative Approach to Learning Bridging Language and Science Teaching). These programs supported teacher content knowledge related to the 3rd-5th grade science standards and guided teachers in implementation strategies in science instruction while addressing ELA and ELD standards. As a part of our scope of work for this OLAS project, the UCMP will provide professional learning in the life sciences and Earth sciences through a combination of onsite and online learning activities. We will tailor the learning opportunities for teachers to strengthen their content, pedagogical, and collective knowledge of life and Earth science topics while helping the build leadership skills to better serve their school communities.

Sincerely,

A handwritten signature in cursive script that reads 'Lisa D. White'.

Lisa D. White, PhD
Director of Education
UC Museum of Paleontology



September 14, 2015

Marcia Trott, Education Programs Consultant
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Dear Ms. Trott and Grant Review Panel,

As director of the Bay Area Writing Project (BAWP), I am writing to communicate my support of the California Elementary Mathematics and Science Professional Learning Initiative titled *OLAS: Oakland Language Immersion Advancement in Science*. The OLAS project is an extension of the collaboration between BAWP and the Oakland Unified School District (OUSD).


The history of the extensive collaboration between BAWP and OUSD includes multiple projects focused on developing teacher instruction as a means of supporting the growth of student literacy. In the 2000s, BAWP facilitated the development of writing assessments for elementary and middle schools within OUSD. The writing assessments were created with two key principles: 1) Students are able to write effectively when provided the appropriate scaffolds and 2) It is possible to design writing assessments that draw upon the background knowledge and cultural experience of students. The writing assessments provided instructional support for teachers as well as structures and content designed to support student access and engagement. In one of the collaboratively created assessments students were invited to demonstrate their writing ability by describing their neighborhood, content they could readily engage with. The assessment also supported quality instruction by including pre-writing activities to elicit the highest potential of each student. In addition to the writing assessment initiative, BAWP also facilitated a Summer Institute specifically for OUSD teachers and frequently serves OUSD teachers in our Summer Open Programs and school-year professional development workshops.

The OLAS initiative provides BAWP the opportunity to support greater numbers of teachers and students in two of our core focus areas: 1) disciplinary-specific writing pedagogy, including science writing, and 2) pedagogy focused on supporting English learners. With a focus on science writing, BAWP partnered with the Chabot Space & Science Center to develop elementary science texts and collaborates with the Bay Area Science Project and Bay Area Math Project to provide free teacher workshops throughout the school year. BAWP is also well known for its ongoing research and professional development offerings focused on English learners. Our foundations in both disciplinary writing and English learner literacy position BAWP to provide meaningful support of the OLAS initiative objectives.

As with all of the initiatives we engage in, BAWP seeks to learn from our participation in the OLAS project. Understanding how to develop teacher leadership with regards to the CA NGSS and the CA CCSS provides a valuable inquiry opportunity for BAWP as we continue to increase our capacity with the new standards, another of our core focus areas.

We strongly support the OLAS project and would greatly appreciate the opportunity to contribute to and benefit from this initiative. If you have any questions regarding our participation, please do not hesitate to contact me directly at ksuyeyasu@berkeley.edu or 510-642-0889.

Sincerely,

A handwritten signature in cursive script, reading "Katherine S. Suyeyasu". The signature is fluid and elegant, with a long horizontal flourish extending to the right.

Katherine S. Suyeyasu
Director, Bay Area Writing Project
University of California, Berkeley



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

The duration of the grant is from January 2016 through December 2017 and has the following goals:

1. Work with teams composed of 4 teachers and their principal from OUSD's Spanish Dual Language Elementary Schools to implement the Next Generation Science Standards (NGSS). Instructional Leadership Teams are encouraged to be the participants.
2. Strengthen each team's content, pedagogical, and collective knowledge and instructional leadership skills for the continued implementation of NGSS.
3. Focus on equity for all students.
4. Launch a professional development network of Spanish Dual Language Elementary Schools in the Bay Area that supports the implementation of NGSS.

The main activities include:

- Initial planning, assessment of needs, teacher recruitment, and an introduction to the project during the spring of 2016.
- Week-long summer institutes during June 2016 and 2017. Professional development choices including Universal Design for Learning (UDL), science content, meeting needs of EL students, Professional Learning Communities, leadership development, Spanish language support, etc. Includes creating an instructional plan for each school related to the implementation of NGSS and curricular goals.
- On-site support to the ILTs to meet their instructional goals set at the summer institute during the 2016-17 school year. (10 hours of facilitation and coaching)
- Curricular work groups that are composed of members across school sites.
- Equity centered professional learning community for the school administrators. (5 x 1.5 hour meetings)

Stipends (~\$3000) per participant and resources will be provided.

Please complete and return a scanned copy of this form by September 10, 2015 to Caleb Cheung, caleb.cheung@ousd.org. Note this is an electronic form that can be completed electronically and printed out for signing. **DUE TO STATE GRANT REQUIREMENTS, ALL SIGNATURES NEED TO BE IN BLUE INK.**

Principal Name: Kathleen Arnold

School: Esperanza

Phone: _____ (school) 650 922 5154 _____ (cell)

Email: kathleen.arnold@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):

Date: 9-10-15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.

yes



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

Best Opportunity to build Leadership

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELLMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

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Principal Name: Dante Ruiz
School: Global Family
Phone: 510 879 1280 (school) 510 220 287 6733 (cell)
Email: dante.ruiz@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK): Dante Ruiz Date: 9/9/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLAS: Oakland Language Immersion Advancement in Science Principal Commitment Form

The Oakland Unified School District is applying for a new grant to fund OLA de Ciencia: Oakland Language Immersion Advancement in Science. This new project will support an amazing two-year program focusing on leadership, Dual Language programs, and the Next Generation Science Standards. Partners include the OUSD Science and ELLMA departments, and multiple departments at UC Berkeley including the Principal Leadership Institute (PLI), Multicultural Urban Secondary English Master's Program (MUSE), UC Museum of Paleontology, and the Bay Area Writing Project.

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Principal Name: Monica Guzman

School: International Community School

Phone: 510-332-7908 ^{cell} (school) → 510-532-5400 ^(ext)

Email: monica.guzman@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):  Date: 9/11/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

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Principal Name:

Moyra Contreras

School:

Melrose Leadership Academy

Phone:

(510) 535-3832

(school)

(510)

406-3878

(cell)

Email:

moyra.contreras@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):

Moyra Contreras

Date:

9/7/15

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.



OLA de Ciencia: Oakland Language Immersion Advancement in Science Principal Commitment Form

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The main activities include:

- Initial planning, assessment of needs, teacher recruitment, and an introduction to the project during the spring of 2016.
- Week-long summer institutes during June 2016 and 2017. Professional development choices including Universal Design for Learning (UDL), science content, meeting needs of EL students, Professional Learning Communities, leadership development, Spanish language support, etc. Includes creating an instructional plan for each school related to the implementation of NGSS and curricular goals.
- On-site support to the ILTs to meet their instructional goals set at the summer institute during the 2016-17 school year. (10 hours of facilitation and coaching)
- Curricular work groups that are composed of members across school sites.
- Equity centered professional learning community for the school administrators. (5 x 1.5 hour meetings)

Stipends (~\$3000) per participant and resources will be provided.

Please complete and return a scanned copy of this form by September 10, 2015 to Caleb Cheung, caleb.cheung@ousd.org. Note this is an electronic form that can be completed electronically and printed out for signing. **DUE TO STATE GRANT REQUIREMENTS, ALL SIGNATURES NEED TO BE IN BLUE INK.**

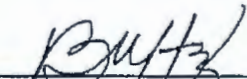
Principal Name: Beatrice Martinez

School: Manzanita SEED Elem

Phone: 510-535-2832 (school) 9253232163 (cell)

Email: Beatrice.martinez@ousd.org

By signing this form, I am committing to the benefits and full participation of all activities listed above from January 2016 to December 2017.

Principal Signature (BLUE INK):  Date: 9/10/2015

More program details will be provided in January 2016. In the meantime, if you have any questions, please contact Caleb Cheung, caleb.cheung@ousd.org.

Prof. JUDITH WARREN LITTLE
jwlittle@berkeley.edu

Education

Ph.D. in Sociology
B.A. in English

University of Colorado 1978
University of Colorado 1968

Research Interests

Social, organizational, and policy contexts of teachers' work; qualitative research methods.

Professional History

July 2015	– present	Professor of the Graduate School; Carol Liu Professor of Education Policy, <i>emerita</i>
July 2010	– June 2015	Dean, Graduate School of Education
July 1987	– present	Professor, Graduate School of Education, U. C. Berkeley

Awards and Honors

Carol Liu Chair of Education Policy, UC Berkeley Graduate School of Education (2002-2015)
Member, National Academy of Education (elected 2000).
Fellow of the American Educational Research Association (2009)
Frank H. Klassen Award for leadership and scholarly contributions in teacher education. International Council on Education for Teaching (2008)

Selected Professional Activity

1983-present	Reviewer, selected education research journals
2012-present	Chair, Board of Directors, National Writing Project
2012-2014	National Research Council, Consensus Committee on Strengthening Science Education through a Teacher Learning Continuum
2008-2012	Board of Directors, National Academy of Education
2010	Spencer Foundation, Initiative on Data Use and Educational Improvement

Selected Publications

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal* 19:3: 325-340.

Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record* 91 (4), 509-536.

Little, J.W. (1993) Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*. 15 (2), 129-151.

Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record* 105(6): 913-945.

Little, J.W. & Bartlett, L. (2010). The teacher workforce and problems of educational equity. *Review of Research in Education* 34, 285-328

Horn, I.S. & Little, J.W. (2010), Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. *American Educational Research Journal* 47 (1), pp. 181-217.

Little, J.W. (2012). Understanding data use practice among teachers: The contribution of micro-process studies. *American Journal of Education* 118(2), pp. 143-166.

Little, J.W. (2015). Insights for teacher education from cross-field studies of professional preparation. In Smeby, J-C. & Sutphen, M. (Eds.) *From Vocational to Professional Education: Educating for Social Welfare*. (pp. 50-69). London: Routledge.

Current Sponsored Projects

2015-2017	<i>Investigating How and Under What Conditions Effective Professional Development Increases Student Achievement in Elementary Science</i> (Institute of Education Sciences, \$699,354).
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Rebecca Ein Whey Cheung
Principal Leadership Institute, Graduate School of Education,
3651 Tolman Hall # 1670, Berkeley, CA 94720-1670
510-418-2631, rcheung@berkeley.edu

EDUCATION

Ed.D. Joint Doctoral Program in Educational Leadership 2008
University of California at Berkeley

WORK EXPERIENCE

Program Director, Principal Leadership Institute 2011- Present
University of California, Berkeley, CA

The Principal Leadership Institute is composed of three areas of work: leadership preparation, leadership induction, and leadership outreach. The preparation program is a fourteen month program leading to a Master's degree and the issuance of the Preliminary Administrative Services Credential. The induction program, Leadership Support Program, is a two year program leading to the issuance of the Professional Clear Administrative Services Credential. Leadership outreach consists of short term programs for supporting PLI alumni, as well as local and visiting educational leaders.

Director, Berkeley Evaluation and Assessment 2008-2011
Berkeley Unified School District, CA

OTHER PROFESSIONAL CONTRIBUTIONS

Member, Administrative Services Credential Coaching/Induction Workgroup,
California Teacher Credential Commission 2014 - 2015
Member, Advisory Board, California Academy of Sciences, Teacher Education Division 2013- present
Member, CPSEL Update Panel, California Teacher Credential Commission 2013-2014
Member, ASC Program Standards Committee, California Teacher Credential Commission 2012- 2013
Co-Lead, State Superintendent Torlakson's Educator Excellence Task Force,
Induction Subcommittee 2012

PUBLICATIONS AND INTERVIEWS

Cheung, R. (2015) *A Model of leadership induction for California: A candidate's perspective of the Leadership Support Program at University of California, Berkeley*. Retrieved from <http://principals.berkeley.edu/sites/default/files/LSPWhitePaper.FinalWeb.April2015.pdf>.

Grubb, W.N., Liao, P., & Cheung, R. (2015) How do you evaluate leadership? *Principal Leadership* 15(8), 30-35.

Cheung, R. & Grubb, W.N. (2014) *UC Berkeley Impact Report: Collective and team leadership*. Retrieved from http://principals.berkeley.edu/sites/default/files/PLI_IMPACT_REPORT_2014_web_0.pdf.

Cheung, R. (2013) *UC Berkeley Impact Report: Alumni and district partner feedback*. Retrieved from <http://principals.berkeley.edu/sites/default/files/PLIImpactReportDec2013.pdf>.

Presenter, California Educational Research Association Conference 2012
"From Skeptics to Believers: Creating an Online Learning Environment to Support Leadership Development"

MIA SETTLES-TIDWELL

418 Ladera Drive Vallejo, CA 94591 • (707) 704-9511 • mia.tidwell@berkeley.edu

ADMINISTRATIVE EXPERIENCE

UNIVERSITY OF CALIFORNIA, BERKELEY PRINCIPAL LEADERSHIP INSTITUTE

Berkeley, CA

Coordinator of Leadership Connection

July 2015- Present

- Coordinate & design activities to expand professional learning opportunities for school leaders
- Coordinate and manage grants for Principal Leadership Institute (PLI) programs
- Coordinate and build capacity of site-based coaches and school leaders growth and development
- Coordinate the facilitation of online professional learning for educators
- Research best practices in professional learning design, delivery, and discourse
- Analyze data to inform a needs based approach to professional development and program offerings
- Advise and make strategic recommendations for program expansion, development, and implementation

OAKLAND UNIFIED SCHOOL DISTRICT

Oakland, CA

Chief of Operations/Associate Superintendent

July 2012 – June 2015

- Supervised 10 service operations departments and managed a collective budget of over \$28M
- Advised and made data-driven recommendations to the Superintendent to ensure effective implementation and development of board policies and administrative regulations
- Led a cross-departmental team in the development of a Strategic Regional Analysis (SRA)
- Led cross-departmental collaborations to address system-wide attendance issues and decrease audit findings
- Developed policies, procedures and practices that ensure effective District operations under LCFF- Local Control Funding Formula and alignment with Local Control Accountability Plan (LCAP)
- Led the effort to modernize our district-wide Results-Based Budgeting System for all 84 schools serving 38,000 students; created the 2013-14 Budget Development Handbook
- Planned, designed and executed the professional development for new school site leaders

Regional Executive Officer

2010 - 2012

- Led 25 elementary and middle schools in increasing academic outcomes for students
- Establish a STEM Corridor in West Oakland at 4 elementary schools, 1 middle and 1 high school
- Hired, trained, supervised, and built the capacity of 25 school site leaders

Principal, Cleveland Elementary School

2006 - 2010

- Co-constructed and implemented a school site plan that resulted in greater achievement for all students and closed the achievement gap between subgroups by 10% annually
- Grew the school's Academic Performance Index (API) from 810 to 910 in 4 years
- Improved parent participation at the school site by 50% and increased student attendance rates
- Used data to measure all strategic actions and the outcomes for student achievement

EDUCATION

CALIFORNIA STATE UNIVERSITY, EAST BAY

Hayward, CA

Doctoral Program for Educational Leadership & Social Justice

2017.

Masters of Arts in Educational Leadership, 2006

2005-2006

PATTEN UNIVERSITY

Oakland, CA

California Teaching Credential, 1996

1994-1996

UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley, CA

Bachelor of Science in Social Welfare, minor in Education, 1992

1987-1992

LICENSES, CERTIFICATIONS & Awards

Central Office Leadership Award (2010)

Professional Clear Administrative Credential (2006)

California Early Education Supervisory License (1997)

California Multiple Subjects Teaching Credential (1996)

BIOGRAPHICAL SKETCH — Lisa D. White
Museum of Paleontology University of California, Berkeley

(a) Professional Preparation

San Francisco State University	Geology	B.A., 1984
University of California, Santa Cruz	Earth Sciences	Ph.D., 1989

(b) Appointments

2012	Director of Education and Outreach, Museum of Paleontology, University of California, Berkeley.
2012-	Adjunct Professor, Department of Earth and Climate Sciences, San Francisco State University.
2001-2012	Professor of Geology, Department of Geosciences, San Francisco State University.
2008-2012	Associate Dean, College of Science and Engineering, San Francisco State University.
2006-2008	Associate Dean, Division of Graduate Studies, San Francisco State University.
2005	Visiting Professor, Department of Geology and Geophysics, University of New Orleans, New Orleans, Louisiana.
2001-2004	Chair, Department of Geosciences, San Francisco State University.
1995-2001	Associate Professor of Geology, Dept. of Geosciences, San Francisco State University.
1990-1995	Assistant Professor of Geology, Dept. of Geosciences, San Francisco State University.

(c) (i) Products

1. **White, L.D.**, 2013. The University of California Museum of Paleontology: Leveraging Onsite Collections and Expertise Through Online Media, *Geological Society of America Abstracts with Programs*. Vol. 45, No. 7, p.436.
2. **White, L.D.**, Berbeco, M., Stuhlsatz, M., and McCaffrey, M. 2013. Communicating the Science of Global Change: A New Web Resource From the University of California Museum of Paleontology. *Geological Society of America Abstracts with Programs*. Vol. 45, No. 7, p.506.
3. **White, L.D.**, 2013. Engaging the Next Generation of Earth Scientists: Project METALS (Minority Education Through Traveling and Learning in the Sciences). Abstract 1815028 presented at 2013 Fall Meeting, AGU, San Francisco, Calif., 9-13 Dec 2013.
4. **White, L.D.**, 2010, METALS: Minority Education through Traveling and Learning in the Sciences, *Natl Assn of Black Geologists and Geophysicists (NABGG) Conference Abstracts*.
5. Serpa, L., Pavlis, T, and **White, L.**, 2007. Recruiting and graduating minority geoscientists from the University of New Orleans, *Journal of Geoscience Education* v. 55, no. 6. pp., 560-566.

(d) Synergistic Activities

1. Geoscience outreach programs for diverse high school and college students
Principal investigator of the SF-ROCKS and SF-METALS geoscience education program, 2001-present; Meeting Chair, National Association of Black Geologists and 30th Annual Technology Conference, San Francisco, CA, Sept. 2011.
2. Professional development for science teachers
Coordinator, *Think Evolution* professional development workshop, UC Museum of Paleontology, 2012-present; Co-PI, CA Math and Science Partnership Project, Working to Improve Science Education (WISE), S.F. Unified School District, 2003-2011; Project Advisory Board, *Understanding Evolution*, and *Understanding Science* website projects, UC Museum of Paleontology, 2002-2008.
3. Web-based instructional development
Co-developer, *How Science Works*, an iTunesU course on *Understanding Science*. Collaboration between the UC Museum of Paleontology and the California Academy of Sciences. Posted on iTunesU in August 2013; Project Director, *Understanding Global Change: A web-based resource for teachers and the public*, UC Museum of Paleontology, 2012-present; Project Manager, *The Tree Room: Teaching and learning about evolutionary relationships*, UC Museum of Paleontology, 2012-present.

Lanette Jimerson
1729 Crescent Ave
Castro Valley, CA 94546
ljimerson@berkeley.edu
510-760-4709

Education

2011

Ph. D. in Education
Language, Literacy, Society and Culture
University of California, Berkeley
Emphasis: Teacher Development

Work Experience

2014- present

Program Director
University of California, Berkeley
Multicultural Secondary English Credential and Masters Program
Manage all aspects of program: admit students, hire and supervise lecturers and student teacher supervisors, teach methods course, recruit and train cooperating teachers, engage in research.

2012- 2014

Academic Research and Program Manager
Stanford Center for Assessment, Learning and Equity
Stanford University
Design and field-test a Tier II Teaching Performance Assessment for the state of Ohio. Develop writing performance assessments in English Language Arts for the Smarter Balanced Assessment Consortium. Support the implementation of the Gates Foundation Literacy Design Collaborative modules and jurying tool. Support charter school networks in aligning curriculum to the common common.

Consultancies and Advisory Appointments

2013- present

Board Member, ForWords Literacy Lab

Publications

2011

Writing Assignment Framework and Overview.
National Writing Project

http://www.nwp.org/cs/public/download/nwp_file/15410/Writing_Assignment_Overview.pdf?x-r=pcfile_d

CALEB CHEUNG

13087 Brookpark Road • Oakland, CA 94619 • 510-418-0607
calebcheung1@gmail.com • <http://science.ousd.k12.ca.us>

EDUCATION

- Administrative Services Credential, School Leaders Licensure Assessment 2007
- Stanford University, Stanford, CA, M.A., Education, Curriculum and Teacher Education 2003
- National Board Certification, EA Science 2000
- California State University, Hayward, Single Subject Credential in Life Science 1997
- University of California, Berkeley, B.A., Integrated Biology 1994

EMPLOYMENT

- Manager, Science, Oakland Unified School District, CA 2006-present
- Design and Implement an extensive K-12 science program focusing on the Next Generation Science Standards
 - Director, WestEd NGSS Early Implementation Initiative
 - Director, CAL-BLAST, California Postsecondary Education Commission Improving Teacher Quality Grant
 - Director, Project POSIT, California Math and Science Partnership Grant with UC Berkeley
- Science Teacher/Department Chair, Oakland Unified School District 1996-2006
- Adjunct Professor, Science Methodology, Holy Names University & JFK University 2003-2005

PROFESSIONAL CONTRIBUTIONS

- Advisory Board, Berkeley Science and Math Initiative, CalTEACH 2012-present
- Advisory Board, Community Resources for Science 2011-present
- Vice Chair, Joint Powers Authority Board, Chabot Space and Science Center 2010-present
- Advisory Board, California Science Project 2007-present
- Member, Science Curriculum Frameworks and Evaluation Criteria Committee, California Department of Education 2014-2015
- Member, California Teacher Advisory Council, California Council on Science and Technology 2009-2014
- Certification Council, National Board for Professional Teaching Standards 2007-2013
- Participant and Presenter, National Science Teacher Association's Annual Conference 2001-2011
- Chair/Commissioner, California Commission on Teacher Credentialing 2006-2009
- Director, California Space Education and Workforce Institute 2006-2008
- Research Committee, National Board for Professional Teaching Standards 2006-2008
- Advisor, Understanding Science Project, WestEd 2005-2007
- Master Teacher, MACSME Program, University of California, Berkeley 1999-2006
- Master Teacher, Mills College, Teacher Education Program 2000-2005
- Member, National Board Early Adolescence Science Standards Committee 2002-2003

AWARDS AND RECOGNITION

- Distinguished Alumnus of the Year, California State University, East Bay 2011
- STEMposium Awardee 2011
- Presidential Award for Excellence in Math and Science Teaching Awardee 2005
- Marcus A. Foster Educational Institute Distinguished Educator of the Year 2002

Laura B. Prival

3961 Hanly Rd. • Oakland, CA 94602 • 510-918-0422 • Laura.Prival@ousd.org

EXPERIENCE

Elementary Science Coordinator

Oakland Unified School District, July 2015 to present

Elementary Science Specialist

Oakland Unified School District, Jan. 2011 to June 2015

Science Teacher and Coach

Oakland Unified School District, Teacher: Aug. 2007 to June 2011; Coach: Aug. 2009 to Jan. 2011

Education Consultant and Curriculum Writer

Mendocino County, Nov. 2005 to Aug. 2007

Science Teacher, Mendocino Middle and Grammar School

Mendocino Unified School District, Aug. 2005 to Jan. 2007

Adjunct Faculty and Guest Presenter, New College of California

San Francisco, California, Mar. 2004 to Sept. 2007

Multiple Subject Teacher, Allendale Elementary School

Oakland Unified School District, Aug. 2002 to June 2005

Teacher and Instructional Aide, Paul Robeson and Diego Rivera Academy

San Francisco Unified School District, Nov. 2001 to July 2002

School Site Supervisor, Project YES, East Bay Conservation Corps

Oakland, California, June 1999 to June 2001

AmeriCorps Fellow, Project YES, East Bay Conservation Corps

Oakland, California, Sept. 1997 to June 1999

EDUCATION AND CREDENTIALS

Doctoral Candidate in Educational Leadership, focus on equity in elementary science

Mills College, Oakland, California, Expected completion Aug. 2016

Clear Single Subject Teaching Credential in Science

Courses taken at California State University East Bay, Completed Oct. 2006

Master of Arts in Educational Leadership

Mills College, Oakland, California, Completed May 2013

Master of Arts in Teaching

New College of California, San Francisco, California, Completed Sept. 2003

Clear Multiple Subject Teaching Credential

New College of California, San Francisco, California, Completed Aug. 2002

Bachelor of Arts in Sociology, with Honors

Brown University, Providence, Rhode Island, Completed May 1997

Semester in Durban, South Africa

School for International Training, Spring 1996

COMMUNITY LEADERSHIP

Kids for the Bay Advisory Board Member, Nov. 2007 to Jan. 2012

KATHERINE S. SUYEYASU

Department of Language, Literacy, and Culture
Graduate School of Education
University of California, Berkeley
3639 Tolman Hall
Berkeley, CA 94720-1040
ksuyeyasu@berkeley.edu

Work: 510-642-0889
Cell: 510-520-5180

Positions

July 2015 – present

Director, Bay Area Writing Project, *U.C. Berkeley*
Lecturer, Graduate School of Education, *U.C. Berkeley*

Education

Instructional Leadership Academy, *Reach Institute (2015)*

M.A. in Education with Multiple Subject Teaching Credential, *U.C. Berkeley (1998)*

B.A. in Sociology and Education with Elementary Teaching Credential, *Swarthmore College (1994)*

PROFESSIONAL EXPERIENCE

Assistant Principal
(2014-2015)

ASCEND K-8 School, Oakland

- Student and Family Engagement
- Teacher Evaluation & Coaching

6th, 7th & 8th Grade Humanities
Teacher *(2003-2014)*

ASCEND K-8 School, Oakland

- Humanities Department Chair
- Middle School Lead
- Arts Integrated Expeditionary Learning

6th Grade Humanities Teacher
(2002-2003)

Martin Luther King Jr. Middle School, Berkeley

- Integrated curriculum

Nonprofit Consultant
(2000 – 2002)

Ripple Effect Consulting, San Bruno

- Organizational Development
- Leadership coaching

Acting Director & Program
Director *(1999 – 2000)*

SportsBridge, mentoring program for adolescent girls, San Francisco

- Fundraising & Development
- Program Oversight

5th Grade Teacher
(1996 – 1998)

Barnard-White Middle School, Union City

- Math Instructional Leader: TERC Investigations professional development

4th Grade Teacher
(1994 – 1995)

Swarthmore-Rutledge School, Swarthmore, PA

- Multiple subjects instruction
- Math instructional planning leadership

NICOLE KNIGHT

PROFILE

Experience and leadership in academic development over 17 years as a teacher, teacher leader, and district leader in the Oakland Unified School District.

Expertise in curriculum, instruction, and program design that accelerates the linguistic and academic achievement of English Language Learners. Commitment to equity in education as demonstrated by 17 years as a teacher, teacher leader, and district leader in the Oakland Unified School District.

EXPERIENCE

EXECUTIVE DIRECTOR, ELA

Responsible for instructional leadership and implementation of a three-year strategic plan to improve the experience and outcomes for ELLs. Prepares and delivers regular reports to the Board of Education. Oversees professional development for teachers and coaches. Manages multi-million dollar budget. Works across all OUSD departments to align central office practices and policies in service of ELLs.

Responsible for providing instructional and curricular guidance on the transition to the Common Core State Standards (CCSS). Provides on-going professional development to all middle and high school teachers, teacher leaders, and principals on the instructional shifts of the CCSS in literacy. Lead author of the 6th-8th grade Core Curriculum guide in ELA.

INSTRUCTIONAL FACILITATOR, URBAN PROMISE ACADEMY, OUSD

Responsible for design and facilitation of professional development. Lead member of Instructional Leadership Team, responsible for creating, revising and carrying out school's vision. 8th grade humanities teacher, urban school - 2005-2006

Taught English and History to 8th grade students. Developed and implemented Expeditionary Learning project-based curriculum. Worked with Harvard's Project Zero arts-integration framework to integrate visual arts into Humanities curriculum.

5TH GRADE SPANISH BILINGUAL TEACHER AND CO-FOUNDER INTERNATIONAL COMMUNITY SCHOOL, OUSD

Design team member. Developed mission/vision, school policy, and structure of shared leadership. Served on leadership team for three years. Facilitated professional development, revised school policy, and developed aligned curricula across grades. Master teacher for three Mills College student teachers.

4TH/5TH GRADE SPANISH BILINGUAL TEACHER, HAWTHORNE ELEMENTARY, OUSD

Co-chaired 4th and 5th grade-level team. Served on budget committee. Managed student conflict resolution program in which trained 200+ student peacemakers each year.

REACH INSTITUTE, OAKLAND, CA - MASTERS IN EDUCATIONAL LEADERSHIP, 2014
NATIONAL BOARD CERTIFICATION IN ENGLISH AS A NEW LANGUAGE, 2010
CALIFORNIA STATE UNIVERSITY, HAYWARD - MULTIPLE SUBJECT TEACHING CREDENTIAL, 2000
UNIVERSITY OF WISCONSIN, MAIDEN - BA IN HISTORY AND LATIN AMERICAN STUDIES IN 1993.
UNIVERSITY OF SAO PAULO IN BRAZIL THROUGH WU'S STUDY ABROAD PROGRAM, 1991-1992

INSTRUCTIONAL FACILITATOR, URBAN PROMISE ACADEMY, OUSD - 2006-2011

Responsible for design and facilitation of professional development. Lead member of Instructional Leadership Team, responsible for creating, revising and carrying out school's vision. 8th grade humanities teacher, urban school - 2005-2006

LITERACY AND ELL SPECIALIST, OUSD - 2011-2013

Responsible for design and facilitation of professional development. Lead member of Instructional Leadership Team, responsible for creating, revising and carrying out school's vision. 8th grade humanities teacher, urban school - 2005-2006

INSTRUCTIONAL FACILITATOR, URBAN PROMISE ACADEMY, OUSD - 2006-2011

Responsible for design and facilitation of professional development. Lead member of Instructional Leadership Team, responsible for creating, revising and carrying out school's vision. 8th grade humanities teacher, urban school - 2005-2006

Taught English and History to 8th grade students. Developed and implemented Expeditionary Learning project-based curriculum. Worked with Harvard's Project Zero arts-integration framework to integrate visual arts into Humanities curriculum.

BILINGUAL TEACHER AND CO-FOUNDER INTERNATIONAL COMMUNITY SCHOOL, OUSD - 2001-2005

Developed mission/vision, school policy, and structure of shared leadership. Served on leadership team for three years. Facilitated professional development, revised school policy, and developed aligned curricula across grades. Master teacher for three Mills College student teachers.

SPANISH BILINGUAL TEACHER, HAWTHORNE ELEMENTARY, OUSD 1998 - 2001

Co-chaired 4th and 5th grade-level team. Served on budget committee. Managed student conflict resolution program in which trained 200+ student peacemakers each year.

DEGREES AND CERTIFICATIONS

REACH INSTITUTE, OAKLAND, CA - MASTERS IN EDUCATIONAL LEADERSHIP, 2014
NATIONAL BOARD CERTIFICATION IN ENGLISH AS A NEW LANGUAGE, 2010
CALIFORNIA STATE UNIVERSITY, HAYWARD - MULTIPLE SUBJECT TEACHING CREDENTIAL, 2000
UNIVERSITY OF WISCONSIN, MAIDEN - BA IN HISTORY AND LATIN AMERICAN STUDIES IN 1993.
UNIVERSITY OF SAO PAULO IN BRAZIL THROUGH WU'S STUDY ABROAD PROGRAM, 1991-1992

OLAS Proposal Citations

- California Department of Education. (2012) *California English Language Development Standards (Electronic Edition)*. Sacramento, CA: Author.
- California Department of Education. (2012) *Greatness by Design: Supporting outstanding teaching to sustain a golden state. A report by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence*. Sacramento, CA: Author.
- California Department of Education. (2015) *Superintendent's Quality Professional Learning Standards*. Sacramento, CA: Author.
- Carter, P. & Welner, K. (Eds) (2013) *Closing the opportunity gap: What America must do to give every child an even chance*. New York: Oxford University Press.
- CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.
- Oakland Unified School District. (2015) *OUSD Roadmap to ELL Achievement 2015-2018*. Oakland, CA: Author.
- Leithwood, K., Louis, K.S. (2012) *Linking leadership to student learning*. San Francisco: Jossey Bass.
- McKenzie, K. , Skrla, L. (2011) *Using equity audits in the classroom to research and teach all students*. Thousand Oaks, CA: Sage Publications
- Pearson, D., Moje, E., & Greenleaf, C. (2010). Literacy and Science. Each In the Service of the Other. *Science*, 328 (5977) p. 459-463.
- Understanding Language. (2015) *The Review of Services for English-Language Learners in the Oakland Unified School District*. Stanford, CA: Stanford University Graduate School of Education.
- Saldaña, J. (2009) *The coding manual for qualitative researchers*. Los Angeles: Sage Publications.
- Skrla, L. McKenzie, K. , Scheurich J. (2009) *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Sage Publications
- Theoharis, G & Brooks, J. (Eds). (2012) *What every principal needs to know to create equitable and excellent schools*. New York: Teachers College Press.
- University of California. (1974) *University of California Academic Plan, 1974-1978*, Berkeley: Author.

Wagner, T., Kegan, R. et al (2006) *Change leadership: a Practical guide to transforming our schools*. San Francisco: Jossey Bass.

Scientifically based Research References Used to
Inform the Proposal that are not directly cited

- Brookhart, S. & Moss, C. (2013) Leading by learning. *Kappan Magazine* 94(8), 13-17.
- Boudett, K.P., City, E., Murname, R. (Eds.) (2013) *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, MA: Harvard Education Press.
- Coggshall, J.G. Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012) *Generating teaching effectiveness: The role of job-embedded professional learning in teacher evaluation* (Research and Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality.
- Datnow, A. & Park, V. (2014) *Data-driven leadership*. San Francisco, CA: Jossey and Bass.
- Easton, L.B. (2008) From professional development to professional learning. *Phi Delta Kappan*, 89(10), 766-769.
- Elmore, R. (2003) *Accountability and capacity*. In Carnoy, M., Elmore, R., Siskin, L. (Eds.) *The New Accountability: High schools and high-stakes testing* (195-209), New York: RoutledgeFalmer.
- Hattie, J. & Timperley, H. (2007) The power of feedback. *Review of educational Research* 77(1), 81-112.
- Leithwood, K., Louis, K.S., Anderson, S. & Wahlstrom, K. (2004) How leadership influences student learning. *Wallace Foundation*.
- Reeves, D. (2004) *Accountability for learning: How teachers and school leaders can take charge*, Alexandria, VA: Association for Supervision and Curriculum Development, 5-45.
- US Department of Education. (2013b). *For each and every child- A strategy for education equity and excellence*. Washington, DC: Author.
- Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N. & Orphanos, S. (2009) *Professional learning in the learning profession: A Status report on teacher development in the US and Abroad*. Dallas: National Staff Development council.