

Profile

Jonathan

First Name

Osler

Last Name

jonathan.osler@gmail.com

Email Address

Which Boards would you like to apply for?

Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

[Redacted]

Street Address

Suite or Apt

Oakland

City

CA

State

94609

Postal Code

District 1

Which Board of Education election district (1, 2, 3, 4, 5, 6, or 7) do you live in?

[Redacted]

Primary Phone

Home:

Alternate Phone

San Francisco Unified School District

Employer

Executive Director

Job Title

Educator

Occupation

555 Franklin Street

Employer's Street Address

San Francisco

Employer's City

CA

Employer's State

Legislative File 17-0592

Introduction Date: 4/12/17

Enactment No. 17-0400

Enactment Date: 4/12/17 *[Signature]*

94102

Employer's Zip

Work Phone

Interests & Experiences

Please explain briefly your interest in serving on this Committee or Commission:

For more than 15 years I've served as a public school teacher, principal, and school district leader, and for the past two years I've also been an OUSD parent. I deeply believe in the potential for our public schools to foster conditions which empower students to define and create bright futures for themselves and their communities. The success of Measure G demonstrates that my fellow Oaklanders are also enthusiastic about investing in our schools in order to improve outcomes for our children. Joining the Measure G Parcel Tax Oversight Committee will provide me with the opportunity to contribute my considerable experience and skills in public education to ensure that our District is able to deliver on the vision championed by Measure G. For the past four years I've served as the Executive Director of the SF Teacher Residency (SFTR), a non-profit organization that recruits, prepares, and supports public school teachers in San Francisco. My work with SFTR has centered around improving professional and financial support for educators to increase their effectiveness and ensure their retention. In this role I've worked closely with dozens of schools, and I was formerly a middle and high school administrator, so I would bring a deep understanding of school management, teacher development, and enrichment programs to the Oversight Committee. In all of these roles I demonstrated the ability to align organizational priorities with effective budget management, and I'm excited about the possibility of contributing likewise to the Measure G Parcel Tax Oversight Committee.

Please indicate your other community involvement (work with public agencies, volunteering, other committees, Commissions, groups, etc.):

I have been involved in various local efforts to help fellow parents raise more race-conscious children. I have also volunteered with the African American Literature Read-In.


Upload a Resume

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee.

Do you have any reason, such as a potential or actual conflict of interest (real estate, business, litigation, etc.), which may or will adversely affect your ability to serve on this Commission or Committee?

Yes No

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee

If Yes, please explain.

Question applies to multiple boards.

Educational Background – e.g. college and/or university, degree/major, vocational and/or training, certificates, technical training, etc.

I earned a Masters Degree in Educational Leadership through the Principal Leadership Institute at UC Berkeley which prepared me to become a public school leader. My prior formal educational experience included attending Bank Street College of Education in New York while student teaching. I received my undergraduate degree from Wesleyan University in Connecticut. Outside of these settings I've participated in trainings on equity-centered teacher coaching, anti-racist teaching practices, project management, implicit bias, and more. I hold an active California Administrative Services Credential and California Teaching Credential.

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee

Are you now, or have you ever been an employee or official of the Oakland Unified School District?

Yes No

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee

If Yes, please explain.

I worked for OUSD during the 2007-2008 school year as a teacher and Assistant Principal at the Youth Empowerment School which has since closed.

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee

Are you now, or have you ever been a vendor, contractor, or consultant for the Oakland Unified School District?

Yes No

Question applies to Measure N - College & Career Readiness Commission, Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee

If Yes, please explain.

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

Please describe your knowledge and expertise in middle school education, with a focus on arts, music, world languages, and school safety. Please be certain to respond to each element of the question.

I served as the Assistant Principal at a Middle School in Alameda. During that time I worked closely with students and teachers across all content areas, including visual and performing arts, music, and Spanish classes. I helped teachers develop engaging and standards-based lessons in these subject areas, and championed after school enrichment activities in these areas also by supporting fundraising activities, managing program budgets, and chaperoning events. In addition, I developed programs to address bullying, implemented restorative approaches to disciplinary issues, and allocated funding to support intervention programs for students who were having academic and behavior challenges.

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

Please describe your knowledge and expertise in compensation for K-12 educational professionals. Please be certain to respond to each element of the question.

In my role as the Executive Director of the San Francisco Teacher Residency, I have advocated vigorously for policies and programs that benefit public school teachers. For example, I've raised millions of dollars to provide additional income for novice teachers in order to support their recruitment and retention. I've also worked at the State level on legislation that would have provided \$60 million in funds for aspiring teachers in California. And as a school Administrator in the East Bay, I worked closely with teachers and our union partners to ensure that our educators were fairly compensated.

Demographics

Choosing not to answer any of the questions in this section will not disqualify you from consideration or serving.

Caucasian/Non-Hispanic

Ethnicity

Male

Gender


Socio-Economic Group

Verification

Please indicate your agreement with the following statement

I have reviewed and understand the duties of the Commission or Committee for which I am submitting this application. I agree to perform said duties. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

I Agree

If you prefer to not submit your application online via this web form, please print this form and send your application to Edgar Rakestraw, Jr., Executive Assistant, Board of Education, Oakland Unified School District, 1000 Broadway, Suite 680, Oakland, CA 94607-4009 or via email to boe@ousd.org. Your application must be **received** by the applicable deadline, if any.

If you have questions, please contact the Board of Education via the email address stated above or at (510) 879-8199 (select the Staff option).

Note: This application and your responses are a Public record and subject to disclosure.

JONATHAN A. OSLER

• jonathan.osler@gmail.com

EDUCATION

- University of California, Berkeley, CA** **August 2009**
Graduate School of Education, Principal Leadership Institute
MA in Educational Leadership
Leadership Action Research Paper: *“The Effect of Formative Assessment on Accelerating Focal Student Learning in Math Classes”*
- Wesleyan University, Middletown, CT** **May 2002**
Bachelor of Arts
Majors: African American History & Urban Studies
- Bank Street College of Education, New York, NY** **Fall 2001**
Graduate-level coursework on urban and multicultural education

CERTIFICATION

- California Administrative Services Clear Credential** **May 2008**
California Teaching Credential, Mathematics **April 2008**
New York Teaching Certification, Mathematics **September 2002**

EXPERIENCE

- San Francisco Teacher Residency, *Executive Director*, San Francisco, CA** **July 2013 – Present**
Oversee recruitment, preparation, and support for teachers in and for high-needs schools and subject areas. Train and supervise staff of 12 to carry out all coaching and organizational functions. Manage vibrant public-private partnership between school district, teachers union, and two universities. Develop and fundraise for a \$2.7 million budget, and monitor all financial transactions and expenditures. Lead communications and advocacy efforts to strengthen public and political support for improving teacher compensation and working conditions as drivers of improved student outcomes. Establish relationships with community stakeholders including Board of Education members, foundation staff, parents, nonprofit leaders, journalists, etc. Coordinate annual revision of strategic plans focused on program improvement and sustainability, including ongoing collection and analysis of data related to organizational impact goal metrics. Facilitate weekly student teaching seminars.
- University of San Francisco, *Adjunct Instructor*, San Francisco, CA** **July 2013 - Present**
Lead instructor on year-long Student Teaching practicum seminar and Learning & Teaching courses for aspiring teachers in the San Francisco Teacher Residency. Develop curriculum in association with university faculty and San Francisco Unified School District staff to ensure alignment between district and university needs and educational research. Areas of expertise include trauma-informed classroom practices, restorative justice, family engagement, data-driven assessment, and culturally relevant pedagogy.
- Lincoln Middle School, *Assistant Principal*, Alameda, CA** **July 2012 – June 2013**
Supervised and evaluated 55 staff members. Trained teacher leaders to facilitate professional development on student engagement strategies. Prepared reports for and led presentations to school board, community organizations, and governance councils. Disaggregated and analyzed data on student achievement, discipline, and attendance by race and English Learner status. Developed programmatic interventions for low-performing focal students of color. Managed \$300,000 discretionary site budget. Coordinated restorative justice initiatives.

Encinal High School, *Co-Principal*, Alameda, CA **June 2009 – July 2012**

Designed, implemented, and monitored school-wide instructional improvement program. Facilitated professional development on culturally relevant pedagogy, supporting English Learners, and using formative assessment to drive instruction. Supervised and evaluated staff of 60. Developed and managed \$400,000 discretionary budget and oversaw \$150,000 student club funds. Wrote successful California Partnership Academy grant to launch a Career Technical Education program. Developed and monitored business service contracts with outside agencies. Facilitated Instructional Leadership and School Site Council meetings. Recruited and hired new staff members. Created Instructional Rounds peer observation program. Led equity-focused initiatives to increase rates of students of color in Advanced Placement courses.

Youth Empowerment High School, *Assistant Principal*, Oakland, CA **July 2008 – June 2009**

Designed and facilitated professional development on equitable instructional practices. Mentored new teachers. Recruited teaching candidates and coordinated teacher hiring process. Led math and science departments in using cycles of inquiry. Taught Algebra 1 course. Supervised and evaluated staff of 20. Managed partnerships with the National Equity Project and Pacific Educational Group.

UCLA/West Adams High School, *Math Teacher Coach*, Los Angeles, CA **Summer 2007 – Summer 2008**

Coached 20 math teachers. Designed and facilitated weekly professional development on effective classroom management, data-driven instruction, and meeting the needs of English Learners. Trained other math coaches on culturally relevant coaching techniques. Recruited and mentored new teachers.

El Puente Academy for Peace & Justice, *Lead Math Teacher*, Brooklyn, NY **Fall 2001 – Summer 2007**

Taught introductory and advanced math courses. Developed math portfolio projects to explore issues of social justice such as gentrification and environmental racism. Established and coordinated community organizing internships. Recruited and hired new teachers.

CORO Leadership New York **Fall 2006 – Summer 2007**

Selected to participate in CORO Leadership NY program for leaders in the public, private, and non-profit sectors. Developed experiential learning days and attended policy briefings on community-based economic development. Facilitated leadership team meetings.

The New York Foundation, *Youth Internship Coordinator*, New York, NY **Summer 2006**

Mentored 40 youth interns at community-based organizations. Trained foundation grantees on supervisory techniques for interns. Prepared reports and presented to the Board of Trustees. Managed internship grant program and monitored submission of financial statements from organizations.

The Ave Magazine, *Co-Founder & Director of Advertising*, National **Winter 1999 – Spring 2006**

Founded a media company and urban culture magazine that reached an international circulation of 100,000. Managed advertising team to generate \$150,000 in sales per year. Established partnerships with multinational corporations and grassroots organizations. Led annual budget development process. Advised on marketing strategies and development of promotional materials.

RadicalMath, *Founder*, National **Spring 2005 – Present**

Founded an online clearinghouse for curricula and research on teaching about issues of economic and social justice in math classes; site has received 3,000,000+ hits. Organized the “Creating Balance in an Unjust World” conference on math education and social justice.

New York Collective of Radical Educators, *Trainer*, New York, NY **Winter 2003 – Winter 2005**

Facilitated an 8-week course for current and pre-service teachers on developing “social justice math” curriculum. Designed math curriculum on military recruitment for the book/resource guide “*Camouflaged: How The U.S. Military Affects You and Your Family.*”

PRESENTATIONS (PARTIAL LIST)

- California Senate Education Committee Hearing** **May 2016**
Testimony in support of SB-933 to establish the California Teacher Corps
- Stanford Teacher Education Program Annual Symposium** **May 2016**
Topic: Effective District-University Partnerships to Support Improved K-12 Student Outcomes
- Free Minds, Free People Conference, Oakland CA** **July, 2015**
Topic: Student Voice, Student Empowerment
- National Education Association Leadership Summit, Anaheim, CA** **March, 2015**
Topic: Peer-Led Professional Development for Mentor Teachers
- New Teacher Center Symposium, San Francisco, CA** **February, 2015**
Topic: Using Student Perception Surveys as a Tool for Educational Equity
- 100Kin10 Partner Summit, San Francisco** **May 2014**
Topic: Dispositions of Effective Teachers
- Mathematical Sciences and Research Institute, UC Berkeley** **April, 2013**
Topic: Focusing on Equity During Common Core Implementation
- Creating Balance in an Unjust World: Conference on Math Education & Social Justice** **January, 2013**
Topic: "The Effects of Standardized Testing on Teacher and Student Evaluation"
- Principal Leadership Institute, Graduate School of Education, Berkeley, CA** **May, 2012**
"Effective Teacher Evaluation"
- Summit for Courageous Conversations About Race, New Orleans, LA** **November, 2009**
"Leading for Equity with a Predominantly White Staff"
- Math is More Than Numbers, New Teacher Training, Los Angeles, CA** **June, 2008**
"Teaching for Social Justice in a Standards Based Classroom"
- National Council of Teachers of Mathematics, National Conference, Atlanta, GA** **March, 2007**
"Community Voices Heard: Using Surveys to Teach Graphing and Statistics"

REFERENCES

Available upon request.