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

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date April 14, 2021

Subject Memorandum of Understanding - Oakland Unified school District and UC Berkeley Principal Leadership Institute, Graduate School of Education

Ask of the Board Approval by the Board of Education of a Memorandum of Understanding between the District and UC Berkeley Principal Leadership Institute, Graduate School of Education, Berkeley, CA, for the latter to provide collaboration, support and sustain leaders for public schools of California, as specified, for the period of March 1, 2021 through June 30, 2026, at no cost to the District.

Background For nearly 100 years, UC has prepared educators to serve students in the state's K-12 school system. UC's active involvement and investment in ongoing evaluation and research around public schools, public education systems, and teacher effectiveness are aimed at strengthening the expertise of teachers and the academic achievement of students in communities throughout California. As the state's education community grapples with issues around defining standards for teacher quality and effectiveness, teacher workforce shortages, and readying students for college and careers, the University is uniquely positioned to bring its research and practice expertise to bear on these current and future challenges in education.

The California Master Plan of 1960 clearly outlines a significant role for UC system in the preparation of teachers and leaders, which was articulated in the following Executive Summary presented by the Office of the President to the Members of the Committee on Educational Policy in 2015:

The University's interest in supporting high-quality educator programs is long-standing and historically grounded in both its land-grant mission of teaching, research, and public service, and its commitment to public education and the goals of access and diversity. Educator preparation is at the core of the University of California's tripartite mission of research, teaching, and public service. As a public research institution, UC is responsible for influencing policy, informing practice, and shaping the research agenda in all disciplines, including the field of education.

In 1999, as a response to teacher and principal shortages across the state, Governor Davis and the California Legislature mandated the creation of Principal Leadership Institutes at UC Berkeley and UCLA. The Principal Leadership Institutes were part of Gov. Gray Davis' education initiatives that were enacted soon after

he took office in 1999. In a written statement, California Education Secretary Gary Hart noted that by proposing the institutes, "Gov. Davis hopes to offer world-class management training to school principals in order to help them create more successful schools." Assembly Bill ABX1 of 1999 earmarked new funding for the University of California to provide scholarships for outstanding students committed to making a difference in hard-to-staff schools. This funding has created a virtuous cycle, enabling many young people from low-income and working class communities to return to their neighborhoods as highly trained teachers and school administrators.

The mission of the Berkeley 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. Over 20 years, the Berkeley PLI has expanded beyond a preparation program to include leader induction and leadership outreach. Upon completion of the preliminary program and obtaining an administrative position, PLI graduates enroll in the Leadership Support Program (LSP), a two-year leader induction program that meets the requirements of the Professional Clear Administrative Services credential. A state model for induction, LSP is a coaching based model that also has a curriculum tailored to the needs of beginning administrators. It serves graduates of PLI's preparation program as well as other equity minded early career leaders in both the SF Bay Area and the Los Angeles basin. PLI also engages in leadership outreach programs focused on short and long term professional learning for local and international educational leaders ranging from teacher leaders to system leaders. Most of the offerings are aligned with the Local Control Accountability Plans (LCAP) of partner districts.

Discussion

Oakland Unified School District has served as a district partner to Principal Leadership Institute since the inception of the program in 2000. The Principal Leadership Institute collaborates with partner districts through liaisons designated by the superintendent to ensure that the program requirements are clear and that district procedures are in place, especially regarding release time for candidates to complete leadership responsibilities. The Program Director, Coordinators, and the field-based supervisors/coaches communicate regularly with school sites. Principal Leadership Institute engages district and site administrators in providing program feedback. The district understands that the candidates will be conducting interviews, observations and surveys as a part of the coursework requirements and will not require any additional approvals for this work. Any instrument will be approved by the site administrator, and all results will be anonymously communicated in presentations or papers.

Fiscal Impact

No Fiscal Impact

Attachment(s)

- Memorandum of Understanding



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

Berkeley Graduate School
of Education
PRINCIPAL LEADERSHIP INSTITUTE

**Memorandum of Understanding
between
Oakland Unified School District and
UC Berkeley Principal Leadership Institute, Graduate School of Education**

For nearly 100 years, UC has prepared educators to serve students in the state's K-12 school system. UC's active involvement and investment in ongoing evaluation and research around public schools, public education systems, and teacher effectiveness are aimed at strengthening the expertise of teachers and the academic achievement of students in communities throughout California. As the state's education community grapples with issues around defining standards for teacher quality and effectiveness, teacher workforce shortages, and readying students for college and careers, the University is uniquely positioned to bring its research and practice expertise to bear on these current and future challenges in education.

The California Master Plan of 1960 clearly outlines a significant role for UC system in the preparation of teachers and leaders, which was articulated in the following Executive Summary presented by the Office of the President to the Members of the Committee on Educational Policy in 2015:

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In 1999, as a response to teacher and principal shortages across the state, Governor Davis and the California Legislature mandated the creation of Principal Leadership Institutes at UC Berkeley and UCLA. The Principal Leadership Institutes were part of Gov. Gray Davis' education initiatives that were enacted soon after he took office in 1999. In a written statement, California Education Secretary Gary Hart noted that by proposing the institutes, "Gov. Davis hopes to offer world-class management training to school principals in order to help them create more successful schools." Assembly Bill ABX1 of 1999 earmarked new funding for the University of California to provide scholarships for outstanding students committed to making a difference in hard-to-staff schools. This funding has created a virtuous cycle, enabling many young people from low-income and working class communities to return to their neighborhoods as highly trained teachers and school administrators.

The mission of the Berkeley 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. Over 20 years, the Berkeley PLI has expanded beyond a preparation program to include leader induction and leadership outreach. Upon completion of the preliminary program and obtaining an administrative position, PLI graduates enroll in the Leadership Support Program (LSP), a two-year leader induction program that meets the requirements of the Professional Clear Administrative Services credential. A state model for induction, LSP is a coaching based model that also has a curriculum tailored to the needs of beginning administrators. It serves graduates of PLI's preparation program as well as other equity minded early

career leaders in both the SF Bay Area and the Los Angeles basin. PLI also engages in leadership outreach programs focused on short and long term professional learning for local and international educational leaders ranging from teacher leaders to system leaders. Most of the offerings are aligned with the Local Control Accountability Plans (LCAP) of partner districts.

Oakland Unified School District has served as a district partner to PLI since the inception of the program in 2000. In this Memorandum of Understanding, Oakland Unified School District agrees to continue collaborating with the Principal Leadership Institute at the Graduate School of Education at the University of California, Berkeley to prepare, support and sustain leaders for the public schools of California. This is a no cost MOU.

PLI collaborates with partner districts through liaisons designated by the superintendent to ensure that the program requirements are clear and that district procedures are in place, especially regarding release time for candidates to complete leadership responsibilities. The Program Director, Coordinators, and the field-based supervisors/coaches communicate regularly with school sites. PLI engages district and site administrators in providing program feedback. The district understands that the candidates will be conducting interviews, observations and surveys as a part of the coursework requirements and will not require any additional approvals for this work. Any instrument will be approved by the site administrator, and all results will be anonymously communicated in presentations or papers.

Recruitment and Application for Preparation and Induction

The PLI program will work with the liaison/s designated by the district to recruit strong candidates for the MA/ASC credential program. This may include, but is not limited to, referring potential applicants, providing space for district recruitment sessions, publicizing information sessions through district communication channels, and providing feedback on applicants. The district will indicate its support of applicants who are district employees by completing Appendix A, which will be provided to the applicant.

Two years of leadership induction was mandated for every new preliminary administrative credential applicant starting in the summer of 2015. Therefore, the PLI program will work with the liaison/s designated by the district to recruit strong candidates for the leadership induction (professional clear) credential program for both alumni and non-alumni.

Preparation and Induction Practicum Candidates

The PLI will provide field-based university supervisors to support and document the development of leadership competencies in participants in both the Preliminary and Induction programs. The field based university supervisors will:

- Provide pertinent program materials to the Site Supervisor or Supervisor of new administrator.
- Review responsibilities in a three-way conference with supervisor (district, principal or other site-based supervisor) to make certain that procedures are clear, questions are answered, and that the leadership experiences of the candidate are substantial and varied.
- Conduct one to two visits per month; provide a written summary to the candidate.
- Confer with Site Supervisor and candidate as needed.
- Communicate regularly with candidate and provide feedback on program process and procedures.

The district will provide site-based supervisors, typically the direct supervisor of the candidate, who will:

- Support the candidate in (1) identifying leadership opportunities and (2) providing formal or informal feedback about the candidate's leadership.
- Informally and formally observe the candidate in a leadership role and provide an opportunity for debriefing about the observation.
- Remove barriers for the candidate related to course/program completion which might include access to data systems.
- Verify leadership documentation and electronically sign documentation form.
- Communicate any difficulties to program coordinator or field/university supervisor.

Summer School Positions for Preparation Students

The school district will work with the student and the PLI to arrange for Summer School positions for preliminary program candidates. In these positions, while they are not required to be paid positions of the district, the candidates will engage in substantive work that is in accordance with the competencies they must demonstrate for satisfactory completion of the M.A./ASC credential program.

Credentialing

The district will provide any required paperwork and/or verification to support candidate credential processing. With assistance from PLI staff, the Graduate School of Education credentials analyst will recommend the candidates-for credentials to the California Commission on Teacher Credentialing, the state's authority who issues credentials.

Communication

The PLI Program Director and Superintendent of Schools and/or Senior Executive designee will meet once a year to review an annual report of PLI's impact on the district, discuss programmatic needs, updates on program requirements, professional development or support services needed, and/or strategic initiatives occurring within the district.

The PLI Program Director and district leaders will communicate via email, phone, or in person to discuss programmatic needs, professional development offerings, or program challenges and opportunities. The PLI Program Director will invite district staff to participate in program events, short and long term professional development. The district will invite the PLI Program Director or designee to appropriate district events, recruitment fairs, and programs. PLI publications will be sent to the District for distribution and advertisement.

PLI commits to providing current information about state and federal policy developments related to administrative credentialing to each district partner. In addition, PLI will seek the opinions and perspectives of partner districts so that it can represent the needs of partner districts at the state and national level when the opportunity exists.

To ensure that district staff receives PLI emails, the district will allow all emails with the domain name of "berkeley.edu" to circumvent district spam filters.

Reporting

PLI will create and provide an annual report for the district that focuses on describing PLI's local impact.

To support PLI's reporting, the district will provide a list of all of their current certificated administrators and related data such as names, positions, and site locations. The list will be provided once per year when requested by PLI staff. In addition, the district consents to being named as a partner district in all PLI informational documents and reports.

Other Initiatives or Partnerships

Either party, may initiate conversations regarding the possibility of adding additional services, the development of new program offerings, or joint fundraising.

Length of MOU

The time period of the memorandum of understanding: March 1, 2021 through June 30, 2026. The MOU will be renewed every five years with the district.

Signatures

We agree to the collaborative responsibilities of preparing, inducting and supporting leadership outlined in this Memorandum of Understanding:

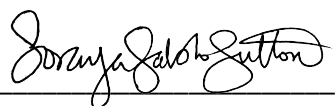
Signed,



Superintendent or Designee

03/17/2021

Date



Program Director, PLI

2/26/2021

Date

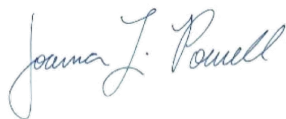


Executive Director, Leadership Programs

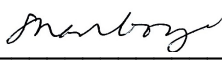
2/26/2021

Date

Approved as to form by OUSD Staff Attorney Joanna Powell on 3/1/2021.




OAKLAND UNIFIED SCHOOL DISTRICT



Shanthi Gonzales, President
Board of Education

Date 4/15/2021



Kyla Johnson Trammell, Secretary
Board of Education

Date 4/15/2021

University of California, Berkeley
Graduate School of Education

PRINCIPAL LEADERSHIP INSTITUTE
ADMINISTRATIVE SERVICES CREDENTIAL (TIER I) AND MASTER'S PROGRAM

ADMINISTRATIVE FIELDWORK PLACEMENT CONFIRMATION

An essential component of the Administrative Services Credential (ASC) and Masters Program in Education at the University of California, Berkeley involves significant and relevant administrative field experiences. **All applicants to the ASC Program are required to submit the following written commitment for fieldwork in a local school district. If this changes after application or acceptance, you must submit a new form.** The persons who sign this form are committed to supporting the field experience of this candidate.

This form is to be submitted by the applicant with his/her program application to the Admissions Office of the Graduate School of Education at UC Berkeley.

1. Name of Applicant: _____
2. School/Agency: _____
3. District and Address: _____
- _____ Phone: _____

4. Types of administrative leadership experiences in which the candidate must engage during preparation to meet California State Administrator Standards:

- | | |
|-------------------------------------|---|
| * Curriculum development | * Group problem solving & decision-making |
| * Program coordination | * Program evaluation |
| * In-service/staff development | * Budgeting |
| * Supervision/evaluation activities | * Planning (short and long term) |
| * Group leadership activities | * Scheduling |
| * School community relations | * School Operations (daily) |

5. Personnel giving approval and support for field work experiences:

Principal or other Site Supervisor:

Signature indicates you will support candidate at site.

District Official:

Preferably Assistant Superintendent or similarly titled official in charge of your school site. Note: Signature indicates you support this candidate for admission and you have reason to believe he/she is a strong applicant for a leadership program.

Signature

Name

Title: _____

Phone: _____

Date: _____

Signature

Name

Title: _____

Phone: _____

Date: _____