

Academic Social Emotional Learning Guidance Document 2016-17

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[Academic Social Emotional Learning Division](#)



ACADEMIC SOCIAL EMOTIONAL LEARNING DIVISION

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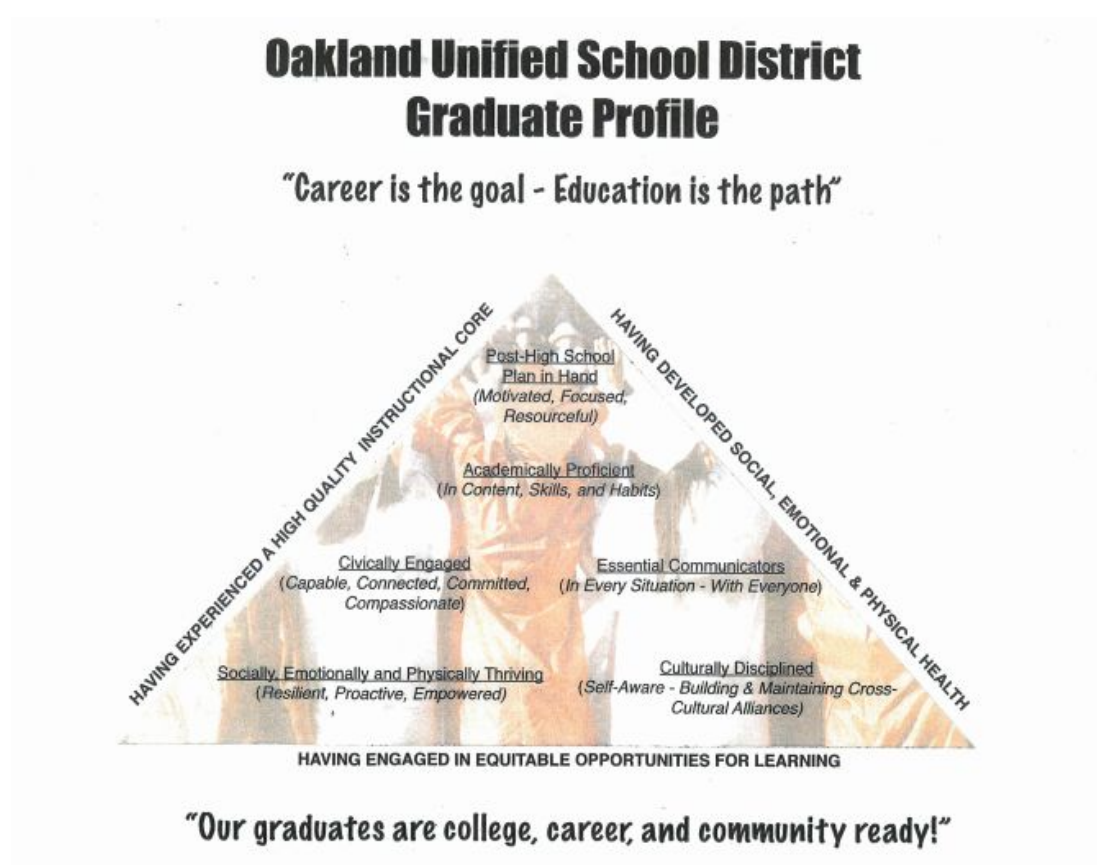
ACADEMIC GUIDANCE DOCUMENT PURPOSE STATEMENT

The purpose of the Academic Social Emotional Learning Guidance Document 2016-17 is to outline for school leaders what the district mission, vision, academic social emotional learning priorities, and the tools we use to measure success. Additionally, the document outlines content, assessment and professional learning resources for achieving district and school goals; including the process for site autonomy for curriculum and assessment waivers.

OUSD EQUITY BASED VISION AND MISSION¹

VISION: All OUSD students will find joy in their academic learning 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.

This vision translates into the **Oakland Graduate Profile**, which outlines the key components we want every student to graduate being able to do.



¹ The OUSD Vision and Mission guide the [PATHWAY TO EXCELLENCE](#) Strategic Plan. To read the entire plan, click on the link.

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MISSION: Oakland Unified School District (OUSD) will build a Full Service Community District² focused on high academic achievement while serving the whole child, eliminating inequity³, and providing each child with excellent teachers, every day.

Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.



Every Student Thrives with holistic support:

We strive to make student learning engaging and meaningful and to build a positive, structured, and inclusive academic school culture that is a healthy environment for all. We provide services for students and families that address barriers to student achievement.

² Visit our [Community Schools website](#) for more information.

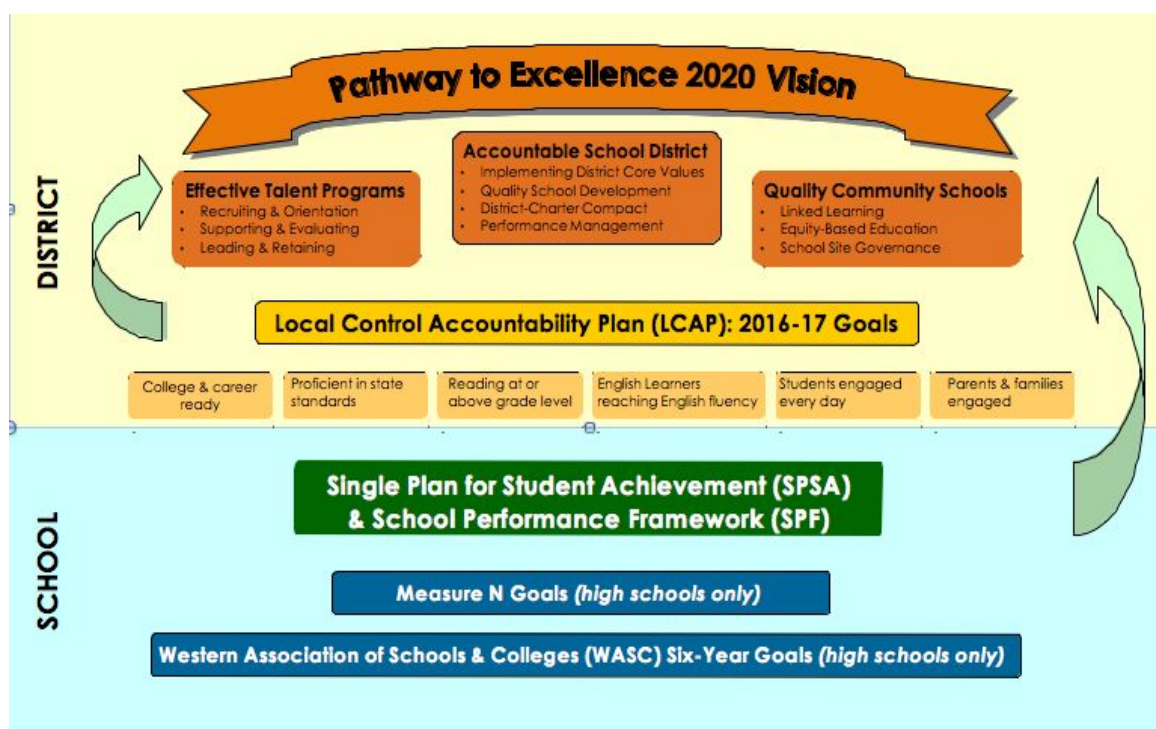
³ Refer to the OUSD Equity Policy linked [here](#) and in the Appendix.

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HOW WE MEASURE OUR SUCCESS

OUSD uses the following district and school plans to set goals and targets for key performance indicators to help us assess our current status in achieving our vision and mission, and to help us progress monitor each year.

- **Superintendent Measure:** The OUSD Strategic Plan, “[Pathway to Excellence](#),” sets aspirational academic and social-emotional goals and targets for the year 2020. Pathway to Excellence has three priority goal areas: Effective Talent Programs, Accountable School District and Quality Community Schools. Each priority goal has measurable targets to reach by 2020. *(Click on the link above to see targets for each priority.)* The Superintendent is accountable to the School Board and Oakland stakeholders to achieve these goals.
- **District Measure:** The Local Control Accountability Plan ([LCAP](#)) is a three-year plan that identifies annual District wide goals, strategies and measurable outcomes. The LCAP outlines how the State of California’s Local Control Funding Formula (LCFF) funds will be used to improve student outcomes and increase or improve services for English Learners, low-income students and foster youth. *(Click on the link above to see strategies and measurable outcomes for each goal.)* The District is accountable to the State to achieve these goals.
- **School Measure:** The Single Plan for Student Achievement (SPSA) sets the goals and targets for individual school sites, based in part on data from the School Performance Framework ([SPF](#)), which shows each school’s status and growth across a set of indicators. *(The updated 2016-17 SPSA and SPF Guides will be available in Fall 2016.)* School leaders are accountable to the District and the State to achieve these goals.



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DISTRICT ACADEMIC SOCIAL EMOTIONAL LEARNING FOCUS AREAS

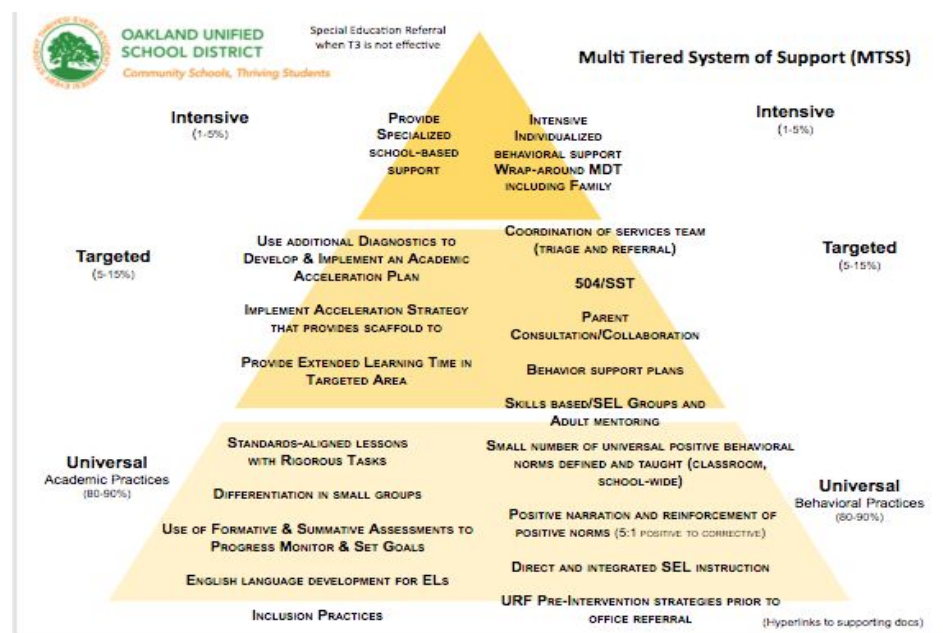
Academic Social Emotional Learning: How We Achieve Our Equity Based Vision and Mission

OUSD aims to seamlessly integrate Social Emotional Learning into the academic experience of all our students and across our organization for every adult. We seek to reverse old paradigms predicated on hierarchy, violence, race, and subordination. Instead, equality, mutual respect, collaboration, civic participation, high academic achievement, and joy in learning will be the norm. By shifting our focus to Academic Social Emotional Learning (A/SEL), rather than isolating Social Emotional Learning, we acknowledge the interconnectedness of Social Emotional Learning, core instruction based on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) and Equity.

Multitiered Systems of Support: How We Operationalize Academic Social Emotional Learning and Achieve Our Goals

Our approach to achieving A/SEL is the Multi Tiered Systems of Supports (MTSS). MTSS is an integrated, comprehensive framework that focuses on CCSS and NGSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success⁴. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS consists of three levels of support and the following sections are organized as such:

- Core Universal Instruction and Support
- Targeted Supplemental Interventions and Support
- Intensive Individualized Interventions and Support



⁴ For additional on MTSS please visit the [CDE website](https://www.ousd.org/cde).

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DIVERSE STUDENT LEARNERS : DESIGNING LEARNING EXPERIENCES FOR DIFFERENT STUDENT NEEDS

In order to meet the academic and social emotional learning needs of all students by providing a multitiered system of support, instructional leaders and teachers must understand the needs of all our students and the diversity that they bring to the classroom. The following student populations represent students who need intentional support all three tiers (core universal, strategic and intensive support). Please refer to the Road Map for each student population for more information about how the district is supporting schools to serve these students.

STUDENT POPULATION	ROADMAP FOR SUCCESS
English Language Learners	<i>English Language Learner 3-Year Strategic Roadmap</i>
African American Males	<i>African American Male Achievement Roadmap: "Lean into the Wind"</i>
Foster Youth	<i>Website coming soon!</i>
Students with Special Needs	<i>Programs for Exceptional Children Road Map</i> <i>Programs for Exceptional Children Road Map Action Plan</i>
Early Childhood : Pre K and TK Learners	<i>Early Childhood Learning Roadmap</i>



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INSTRUCTIONAL PRIORITIES FOR 2016-2017

Instruction at all levels of support for students (universal, targeted and intensive) should be based on learning outcomes tied to the [Common Core State Standards \(CCSS\)](#), [Next Generation Science Standards \(NGSS\)](#) for California and [OUSD SEL Standards](#).

For the 2016-17 school year, priorities for student and teachers practice were identified by looking at SBAC data and qualitative data from Superintendent school visits. The priority for improvement in student practice is **writing in the three text types** (CCSS Writing Standards 1, 2 & 3) and the priority for improvement in teacher practice is **small group instruction** (CCSS Speaking and Listening Standard 1)⁵. We strive to create learning environments and experiences for our students where they are required to think critically and construct meaning with relevant tasks and materials. We believe in collaborative learning experiences that require students to grapple with complex information and talk and write about what they learn. Writing in the Three Text Types continues to be a district-wide focus as we move deeper with Common Core, Next Generation Science Standards and OUSD SEL Standards. In addition, we believe that inclusive and safe environments are foundational for building a student learning community. Students seated in groups often facilitate academic discussion and collaboration. When students feel connected to their classrooms and school, they perform better academically, are more motivated to achieve and exhibit helpful behaviors toward others.

Writing in the Three Text Types is an essential aspect of success in college and life. We want to ensure our students are capable and fluent writers, familiar with the three text types and able to meet standards in each of these (narrative, expository, and argument/opinion). We expect students to write every day for a variety of purposes and receive feedback on their writing from both their teacher and peers. As a district, we commit to providing professional development and resources for our teachers to be successful instructors of writing. We will emphasize “on demand” writing and analysis of that writing in cycles of inquiry throughout the year. By analyzing student writing for strengths and areas of growth, we will understand deeply what our students know and are able to produce that reflects their understanding in a variety of content areas. Over the course of the year, we will expect to see writing across the curriculum and for a variety of purposes.

Small Group Learning and Instruction supports student engagement and discourse. It is a model that is used in Literacy, Math, Science and History to promote the differentiation of students and content. With the focus on the Common Core State Standards, Next Generation Science Standards and OUSD SEL Standards, small group learning and instruction and learning allows for students to accelerate learning at their own pace. This focus will also support our district as we move towards more personalized learning through the use of technology.

⁵ More support and resources to support teachers in these areas will be provided through our new professional online learning platform, KDS. More information and access will be provided to sites at the start of the school year.

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The Four Ts

Complementing our district foci in small group instruction and writing, we will continue to emphasize the Four Ts as a way of going deeper with Common Core. “The Four Ts” help to focus our attention on what is vital to Common Core, Next Generation Science Standards and OUSD SEL Standards implementation. They also help guide the design components of small group instruction and writing tasks in the four texts types. The Four Ts are outlined below.

TALK Our students need to be engaged in daily, authentic classroom small group discussions grounded in evidence and argument. Teachers play a vital role in facilitating these discussions and supporting students to facilitate their own discussions. By posing effective questions & prompts teachers advance higher level thinking that will support student thinking and writing across content areas. Students need to learn and be accountable for using academic language. (Oakland Effective Teaching Framework Indicators 2A.1, 3B.1, 3B.2)

TASK We know that the academic task predicts student performance. With this in mind, we strive to provide tasks that are complex, challenge student thinking and result in authentic learning & active engagement for all students. Complex tasks are inquiry-based, require high-level thinking and incorporate reading and writing across the disciplines. (Oakland Effective Teaching Framework Indicators 1C.1, 1C.2, 3A, 3C.1, 3C.2)

TEXT Our students need opportunities to experience reading and writing authentic texts in a variety of genre, with an increasing focus on information and argument text. Students need to be exposed to rigorous, grade level text, daily across all disciplines. In addition, students need explicit instruction with text at their instructional level and plenty of opportunity for independent reading during the school day. (Oakland Effective Teaching Framework Indicators 1C.1, 1C.2, 3C.1, 3C.2)

TIME Our students and teachers will maximize every precious moment we have during our school day. We value each moment as an opportunity for teaching and learning. By providing extended periods of time for independent reading, writing, speaking and listening, we will prepare our students for college, career, and community. (Oakland Effective Teaching Framework Indicators 3C.2, 3D.1, 4A.1)

To help identify how these lesson design components are showing up in classrooms, please refer to the [4 Ts Classroom Look Fors](#).

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CURRICULUM

Teaching & Learning focuses on college, career, and community success by improving the quality of teaching and learning and guaranteeing rigorous instruction in every classroom, every day for all students by:

- Facilitating the growth and development of teachers in content area & pedagogy.
- Designing innovative curricula aligned to the Common Core State Standards, the Next Generation Science Standards and OUSD SEL Standards.
- Empowering schools to disrupt inequitable instructional practices with culturally responsive pedagogy.
- Developing meaningful partnerships with school sites and communities, central departments, and external partners.

OUSD Adopted Core Curriculum

(All Websites are internal to OUSD. For more information about curriculum contact the content area director. Emails are listed below.)

Content Area	Elementary	Middle	High
Literacy Nancy.Lai@ousd.org Balanced Approach to Literacy Website Secondary Literacy Website Quality Academic Discussion	● Lucy Calkins Units of Study: Readers and Writers Workshop ● Words Their Way ● SIPPS K-5 MTSS for Reading Pyramid	Engage New York 6-12 MTSS for Reading Pyramid	Core Curriculum Guide :Teacher Created CCSS Units HOLT 6-12 MTSS for Reading Pyramid
Math Philip.Tucher@ousd.org Team Math Website ● Math Instructional Toolkit ● Math Lesson Study	HMH Math Expressions Core Curriculum Units K-Algebra 2	Core Curriculum Units K-Algebra 2 MS & HS Course Sequence	Core Curriculum Units K-Algebra 2 MS & HS Course Sequence
Science Caleb.Chung@ousd.org Science Website	FOSS Science Kits SIRA Elements (K-2) SIRA (3-5)	NGSS Curriculum Scope & Sequence	NGSS Curriculum Scope & Sequence

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Social Studies elizabeth.humphries@ousd.org History/Social Studies Website History-Social Science Framework	Reflections	Harcourt: Ancient Civilizations (6th grade) Harcourt: Medieval to Early Modern Times (7th grade) Harcourt: United States History (8 grade) History Writing Tasks	Pearson: World History Glencoe McGraw Hill: Traditions & Encounters Holt: US History Pearson: America Past & Present Pearson: American Government Thompson: Contemporary Economics History Writing Tasks
World Languages Tom.Hughes@ousd.org	Primary Language Supports-site based best practices	<i>Imagina</i> , Spanish for Heritage Speakers EPH2, EPH 3 <i>Que Chevere</i> , Spanish levels A/B, 1-3, 4 <i>Temas</i> , AP Spanish Language and Culture <i>Reflexiones</i> , AP Spanish Literature and Culture <i>Themes</i> , AP French <i>T'es Branche</i> , French levels 1-3 <i>Zhen Bang</i> , Mandarin Chinese levels 1-3 <i>Sentieri</i> is used for Italian 1-2.	<i>Imagina</i> , Spanish for Heritage Speakers EPH2, EPH 3 <i>Que Chevere</i> , Spanish levels A/B, 1-3, 4 <i>Temas</i> , AP Spanish Language and Culture <i>Reflexiones</i> , AP Spanish Literature and Culture <i>Themes</i> , AP French <i>T'es Branche</i> , French levels 1-3 <i>Zhen Bang</i> , Mandarin Chinese levels 1-3 <i>Sentieri</i> is used for Italian 1-2.
English Language Development Nicole.Knight@ousd.org ELLMA Website California ELD Standards ELA/ELD framework Quality Academic Discussion	Recommended ELD & DL Materials DESIGNATED ELD Focused Language Study (FLS) INTEGRATED ELD Elementary Content-Language Objectives Discipline-specific and Academic Language Expansion (DALE) (fortify complex output, foster interaction/academic discussion, use complex text)	DESIGNATED ELD Focused Language Study (FLS) INTEGRATED ELD Secondary Content- Language objectives Discipline-specific and Academic Language Expansion (DALE) (fortify complex output, foster interaction/academic discussion, use complex text)	DESIGNATED ELD Focused Language Study (FLS) INTEGRATED ELD Secondary Content- Language objectives Discipline-specific and Academic Language Expansion (DALE) (fortify complex output, foster interaction/academic discussion, use complex text)

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Health Education Mara.Larsen-Fleming@ousd.org Health Science Website	Teacher created materials	Healthy Oakland Teens (6, 7 Grades) <i>For teacher training and access to the curriculum contact:</i> ilsa.bertolini@ousd.org	Healthy Oakland Teens (9 Grades) <i>For teacher training and access to the curriculum contact:</i> ilsa.bertolini@ousd.org
PreK ECE website	Big Day	NA	NA
Visual & Performing Arts VAPA website	For more information about our PE curriculum, contact: Fillmore.Rydeen@ousd.org		
Physical Education PE Website	For more information about our PE curriculum, contact: donald.oconnell@ousd.org		
Computer Science	For more information about our Computer Science curriculum, contact: claire.shorall@ousd.org		
Manhood Development	Overview of Courses For more information about our Manhood Development curriculum, contact: Jerome.gourdine@ousd.org		
Ethnic Studies	For more information about our Ethnic Studies curriculum, contact: Youngwhan.choi@ousd.org		
Linked Learning	For more information about the Linked Learning Framework for planning instruction, contact: Donna.wyatt@ousd.org		

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CURRICULUM & ASSESSMENT WAIVER PROCESS

OUSD believes in managed performance/empowerment. OUSD believes that there is a balance of empowerment and accountability. The district needs the ability to fund programs aligned to district priorities to support accelerated achievement for the neediest students, in addition to providing access to core materials for all. At the same time, schools have a responsibility to leverage their resources to ensure students and teachers have materials they need to reach goals established at the school site. This flexibility is necessary if we are to truly justify holding schools accountable for improvements.

The following guide and waiver forms provide guidance for schools and teachers about district expectations for the use of standards-based curricula, materials, instruction, and assessments. It details:

- What requirements exist for schools and teachers;
- Where schools and teachers have flexibility; and
- How schools and teachers can request waivers for non-adopted materials.

[Use of Instructional Materials Guide](#)

[Curriculum Course & Assessment Waiver](#)

[Curriculum Instructional Materials Waiver](#)

Steps for a Waiver Request

1. School demonstrates Green or Blue Academic Growth on the School Performance Framework.
2. School Principal, in consultation with Network Superintendent, selects an alternative CCSS aligned core materials option, including aligned assessments of learning.
3. School fills out waiver request with answers to the alignment and equity questions.
4. Teaching and Learning Content Managers review waiver request and rate based on rubric.
5. Deputy Superintendent of ASEL or designee shares results of request and rating on rubric with Network Superintendent and Deputy Superintendent.
6. A joint decision is made with the Deputy Superintendent of ASEL and Network Superintendent signing off on the request.
7. Materials purchase is based on approval of request.

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ASSESSMENT

Assessment is an opportunity to pause, reflect and consider the learning that has occurred and set next steps for the learning ahead. Assessment is an integral part of the learning cycle.

Based on the data from the assessments, teachers revise their teaching plans to include more of an emphasis on a set of standards or skills. Teachers revise their plans for teaching the next unit of instruction based on the assessment. Teachers need to be provided time to come together to look at student work, interpret student responses and score responses. Collaboration around assessment is foundational to the integration of assessment and learning.

In this way, assessment is not something that teachers do on the side, but rather an integral part of the teaching and learning cycle. Assessment is not an event, but instead a natural, integral part of good teaching.

Plan-Deliver-Reflect-Revise

Assessment is used to <i>before instruction</i> to plan a unit and to inform the emphasis of teaching. Assessment data is used to plan small groups to differentiate instruction.	Assessment is used <i>during instruction</i> (deliver) as a way for the teacher to determine what students are learning and areas that may need re-teaching. Assessment is used in a formative way throughout the lesson sequence.	<i>After instruction</i> , assessments are given to determine what students know or are able to do as a result of the teaching and learning. Assessments given after a unit of instruction or at a given period of time (semester), allow for an opportunity for teachers to reflect on the data and set next steps for teaching and learning.
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From Compliance to Authentic Assessment

OUSD has historically placed a value on assessment through the use of the assessment calendar. This has created a compliance culture of assessment, where the focus has been on completing the assessment, rather than on the purpose and use of the assessment. In an effort to move towards a more balanced assessment approach, an assessment committee was created. During the 2015-16 school year, the Assessment Lead Team (comprised of representatives from Teaching and Learning, Research, Assessment and Data and the Schools teams) developed a protocol for looking at the current state of assessment in OUSD.

Data from principals and teachers indicated that we have too many assessment as a district. "Overall, the sense is schools have too many assessments, particularly given the length of the school year/day. Schools would like a menu

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of assessments to choose from, clarity around what is mandatory/optional, and more freedom around types of frequency and benchmarks” (ERS Principal Survey). Hearing concerns from our teacher’s union, OEA, about the over-testing of students and the demands on teachers’ time for administering one on one assessments, and lack of time to authentically score the tests, the team took on the task of creating a calendar that would strike a balance between assessments that are district required versus those that are site-based. The result is a greatly pared-down assessment calendar for 2016-17 school year, representing only the essential diagnostic assessments that will give high-level information about the performance of students in Reading and Math and provide a glimpse into the overall performance of our schools in these areas.

The new assessment calendar is designed to be a district tool for lifting up the assessments that we use at the central office level to make decisions about how to best support schools. It is not a comprehensive assessment calendar and does not represent how a school assessment calendar should look or function. To be clear, the district assessment calendar outlines only the district-required assessments, the minimum expectations for student screening and progress for our schools. A menu of assessment options is offered, as a guide for schools to consider, as they create an assessment calendar that represents the teaching and learning cycle at their school. Sample assessment calendars are provided for consideration.

Overall Major Changes for 2016-17

- Fewer district-required assessments
- More online assessments
- Less time for teacher administration, more time for teacher scoring, analysis and reflection, collaboration, and planning.
- STAR Early Literacy/STAR Reading TK-2 for foundational literacy skills (online administration).
- No more F&P Foundations for TK
- No more 2nd grade SRI
- No more CAHSEE

Protocol for School Leaders to develop School Assessment Calendar

- Meet with Instructional Leadership Team.
- Review District required assessment calendar: [PK](#), [Elementary](#), [Middle](#), [High](#)
- Review [menu of curriculum-embedded assessments](#) and consider other assessment needs on site.
- Draft school assessment calendar using the [template](#) provided, including the district-required assessments.
- School assessment calendars are turned into the Network office and approved by Network team for each individual site.

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- Copy of each school's assessment calendar is kept by the school's office and one by the assessment lead team.

School Site Assessment Calendar Design Criteria

The assessment lead team lifted up the following design criteria when crafting this year's assessment calendar. These design criteria were a result of utilizing a human-centered design thinking process, with the end user (teachers and students) in mind.

- Teacher agency
- Ease of use
- Training for teachers
- Predictive alignment to SBAC and CCSS/NGSS
- Assessment *as* learning
- Fun
- Time efficient
- Actionable and timely data
- Understand how to use data to improve instruction
- Sufficient support to use

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PROFESSIONAL LEARNING

In order to ensure quality implementation of data driven instruction and ultimately student growth on all our academic social emotional learning targets, we need to provide quality professional development to leaders and teachers.

Our belief is that all professional learning for teachers and leaders in our systems needs to be based in Adult Learning. The following four principles from Malcolm Shepherd Knowles will guide the design for all professional learning in 2016-17.

- Adults need to be involved in the planning and evaluation of their instruction
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

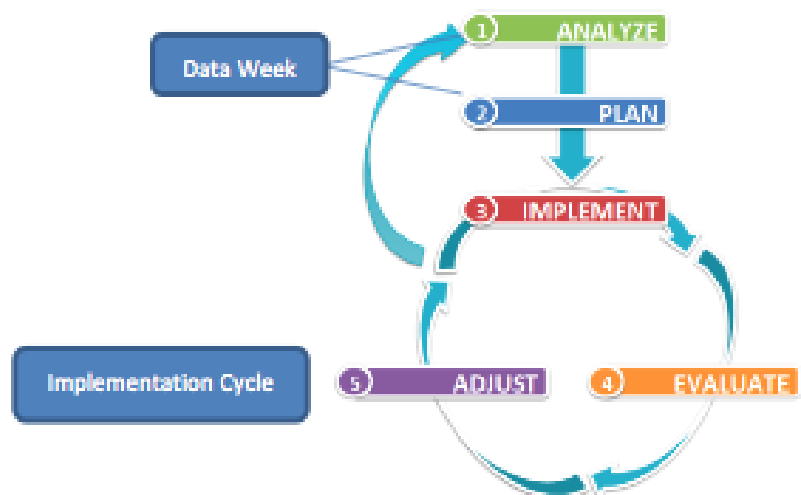
Professional Learning Delivery

Two levers of focus for delivery of professional learning for the 2016-17 school year are professional learning cycles and personalized professional learning through the online professional platform, Knowledge Delivery System (KDS).

Cycles of Inquiry

Effective leaders leverage the power of teams to engage in cycles of continuous improvement. A critical practice of these leaders is the strategic use time and resources to build a calendar that prioritizes data-driven collaboration above all else. Leading Cycles of Inquiry involves the following actions:

- Break the year into six approximately **six-week cycles** (five cycles prior to state testing).
- Provide time for teachers to score, analyze, and plan from assessments by placing protected “**data weeks**” around district PD days and using minimum days to increase collaboration time.



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- **Clarify what is tight**—district required assessments, **and what is loose**—site choice assessments. We recognize that too many assessments can limit schools' ability to focus and use data to drive change. Assessment plans must be owned by school leaders and teachers to impact achievement at sites.
- **Focus collaboration on Common Core Writing**—narrative, informational, and opinion writing in elementary, and text-based argumentation in secondary.
- **Align curriculum** to assessment cycles so teachers can plan backwards from benchmarks and evaluate student learning of the Common Core Standards they are teaching.
- Guide schools in aligning **professional development** to a focus for each cycle so teachers are able to go deep in one area and share learning during and at the end of the cycle.
- Align **district supports** to school assessment cycles by providing professional development, coaching, and support to schools in implementing their plans.

[Professional Learning Cycles Calendar](#)

[Sample Elementary & Middle School Data Leadership Flow Chart](#)

[Sample High School Data Leadership Flow Chart](#)

Online Personalized Professional Learning Platform: Knowledge Delivery System (KDS)

The implementation of an online personalized professional learning platform is one tool to support many of the challenges we face in supporting our leaders and teachers with professional development that meets all the differentiated needs they have; such as teacher and leader turnover, summer professional development costs, substitute shortage to cover for teachers while attending professional learning, consistent quality of professional learning offerings, space shortages to hold larger groups of leaders and teachers at the same time. KDS, the online personalized professional learning platform that will be available in 2016-17, will allow for increased access to technology, will standardize what teachers and leaders have access to across schools and will build consistency for quality teaching. Teachers and Leaders will have access to professional learning assets (or resources), PD series (mini courses for extended learning with one topic) and courses (courses that will be “graded” and can provide documentation for teacher and leader incentives and leadership growth opportunities in the system).

For more information about the vision and three year plan to implement KDS click here: [Professional Learning Platform Vision and 3 Year Plan](#)

To familiarize yourself with the platform log on here: [Log In Page](#)

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2016-17 Professional Learning Outcomes

Student Practices	Teacher Practices	Leader Practices
Writing in the 3 Text Types Student Learning in Small Groups	Quality Unit-Lesson Planning and Inquiry (OETF Domain 1) Designing Small Group Instruction Implement classroom elements of a Multi-Tiered System of Support Work Effectively in PLCs to plan quality lessons, conduct inquiry, and implement MTSS (OETF Domain 2-4) for writing and using small group learning strategies.	Lead ILTs to run a quality ILT for writing and using small group learning strategies. Design and monitor quality adult learning, inquiry cycles, PLCs, and MTSS (OETF Domain 2-4) for writing and using small group learning strategies. Provide feedback to teachers, teacher leaders, and PLCs on lesson planning/inquiry and MTSS (OETF Domain 2-4) for writing and using small group learning strategies. Collaborate Network Partner Team in Network PLC to build capacities/tools for quality feedback and ILTs as above.

Professional Learning Levers

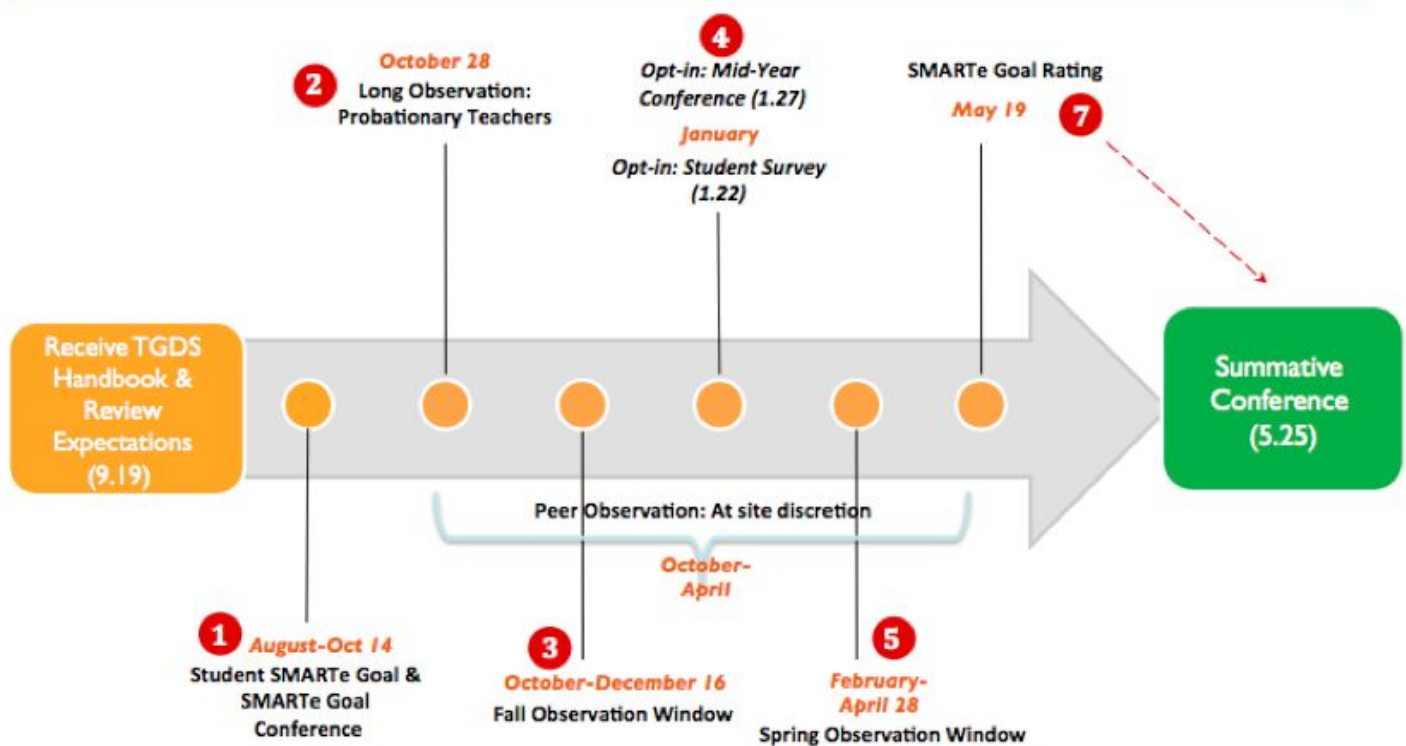
Teams as Learning Communities ● Principal COPs, ILTs, Teacher PLCs 	Personalized Learning/ Support ● KDS, Network Teams 	Observation and Feedback ● TGDS, LGDS, Peer Observation 	Coaching/Mentoring ● TIPO/BTSA, Leadership Coaching 
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EDUCATOR EFFECTIVENESS

The Teacher Growth and Development System (TGDS)

We believe that growth for our students is anchored in a strong curricular and pedagogical base and coupled with a system that support educators in developing their practice. The OUSD Teacher Growth and Development System was developed in 2011 by a cross functional group of Oakland educators, parents, students and community members to support teachers in development of practice. The purpose of TGDS is to provide an evaluation system that supports growth through effective use of goal setting, reflection, observation, and feedback. TGDS is most effective in promoting teacher growth when observations are timely, the OETF and SMARTe goals are integrated into professional learning, and observers share a common vision for effective teaching across a site. The following timeline helps ensure a high-quality experience for teachers that helps them develop their practice in order to better serve students.



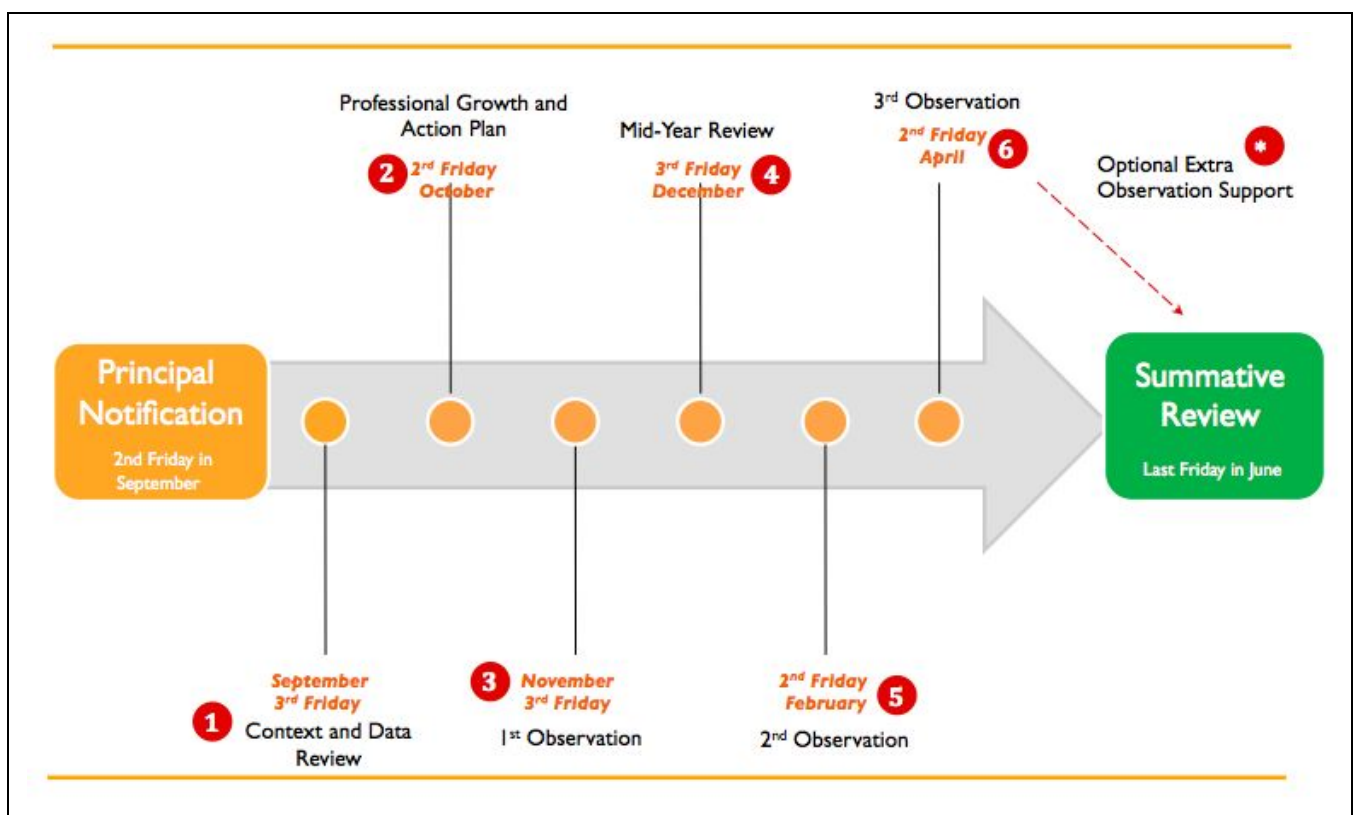
For more information on TGDS including a detailed description of components, please review the [TGDS handbook](#)

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Leader Growth and Development System

The OUSD Leader Growth and Development System was developed in 2011 by a cross functional group of Oakland educators, parents, students and community members to support teachers in development of practice. The purpose of LGDS is to provide a leader evaluation system that functions as a personalized growth and development tool for our leaders. LGDS is most effective in promoting leader growth & development when leader goals reflect school and community context, observation and feedback are timely to current problems of practice. The following timeline helps ensure a high-quality experience for leaders that helps them develop their practice in order to better serve as leaders.

2016-2017 LGDS Timeline



For more information on LGDS including a detailed description of components, please review the [LGDS handbook](#).

ACADEMIC SOCIAL EMOTIONAL LEARNING DIVISION

APPENDIX: ADDITIONAL RESOURCES

OUSD Strategic Plan 2015-2020

[Pathway to Excellence](#)

Websites

[Library Services website](#)

LCFF/LCAP

[List of LCAP Goals, Strategies, and Measurable Student Outcomes](#)

[Multi-year Student Outcome data](#)

[Summary of What is LCAP](#)

[LCAP ONE PAGER](#)

Board Policies

[Equity Policy](#)

[SEL Policy](#)

[Library Policy](#)

PBIS Policy

Educational Technology

[Ed Tech Program Selection Guide and Program Overviews](#)

Master Calendar and Instructional Minutes

Elementary Instructional Minutes Schedule

Resources from School Sites

[Sample School Transformation Plan: Roosevelt](#)

OUSD Historical Resources

[RTI Resources](#)