

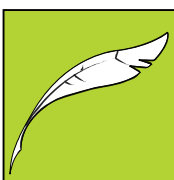


OAKLAND UNIFIED  
SCHOOL DISTRICT

# Oakland Unified School District Instructional Services



## Services Guide



INSTRUCTIONAL  
SERVICES

Expect Success: Every classroom. Every student. Every day.

# Got G a p ?

Call Instructional Services!

Instructional Services can customize a program for your school to address achievement gaps, and a lot more. Our commitment is to improve Oakland schools by partnering with teachers, administrators and school communities to measurably improve student achievement.

This booklet describes the variety of programs Instructional Services offers, including high quality consultation, curriculum support and coaching services. Included is an order form detailing pricing to make it easy for your school to take advantage of the great programs we provide.

If you have any questions, please feel free to contact the Program Managers listed in this booklet, or call the Instructional Services office. We're here to help!

Mary Buttler  
Executive Officer, Instructional Services  
Oakland Unified School District  
314 East 10th Street, Room 201a  
Oakland, CA 94606  
(510) 879-8601

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# SECTION ONE

## Supporting School-wide Strategic Planning to Improve Instructional Practice

### 1.1: School Improvement Coaching

Unique to the OUSD, School Improvement (SI) Coaching is ideal for networks and schools in the red, orange, and yellow tiers of intervention that are interested in increasing their skills and knowledge, leveraging their collective capacity and advancing their school to the next level of improvement. Services can be purchased by school sites, Network Executive Officers, and/or Strategy Team.

SI coaches provide customized and strategic support to school and network leaders to significantly improve and sustain conditions fostering measurable improvement for all students. SI coaches assist leaders in planning and facilitating a whole-school improvement process by engaging partners in comprehensive and continuous inquiry around core areas of school improvement.

Five core areas of SI coaching:

#### 1. Instructional Leadership

- Effectively implement, sustain, and communicate a shared vision of excellence around teaching and learning.
- Create tools and protocols to provide teachers with targeted feedback, monitor instruction and analyze the impact on student learning.
- Translate vision and plans into actions with results.
- Build trusting relationships between the school and its community.

#### 2. Professional Learning Communities

- Collaborative learning sessions address the following questions:
  - What will students learn? (standards, implemented curriculum)
  - How will we know they have learned it? (common formative assessments)
  - How will we respond when they don't learn? (interventions)
  - How will we respond when they already know it? (acceleration)
- Collaborative learning sessions provide adequate time during the contractual day to build shared knowledge around essential curriculum that emphasizes learning and to examine instructional strategies that help all students master content information.
- Identify instructional focus areas through data analysis to support school-wide SMARTE goals.

## 1.1: (Continued)

### 3. Quality Teaching and Learning

- Define and communicate a school-wide vision of high-quality teaching and learning that all teachers can understand and implement.
- Develop systems to monitor the implementation of teaching priorities and instructional strategies across all grade levels in all content areas.
- Identify barriers to student learning and address root causes.
- Coordinate all on-site services to share data and intervention actions focused on student growth and learning.

### 4. Community and Family Engagement

- Engage all members of the school community as active partners in governance, support and participation in school-wide improvement efforts.
- Support parents in understanding student performance through data interpretation and in learning strategies to support student achievement at home.
- Create tools to ensure that parent organizing is evident in governance so links are made to accountability and decision-making.

### 5. School Design and Incubator Services

- Lead a community-based design team through a year-long structured curriculum to define long-term sustainability and increased achievement for all students.

Whole-school coaching services have the highest impact when there is a significant correlation between the number of days being contracted, the scope of work and the strategic work-plan. We highly recommend purchasing a full coaching contract, which is 40 days per year (1 day a week for 40 weeks). Parameters of this package are negotiated on a case-by-case basis considering specific school-site circumstances.

For more information, contact:  
Kristina Tank-Crestetto  
510-879-8602  
[kristina.crestetto@ousd.k12.ca.us](mailto:kristina.crestetto@ousd.k12.ca.us)

## 1.2: Instructional Alignment and Support Package

For a school or network leader seeking support in developing instructional alignment within a department or throughout a school and interested in developing their own capacity as instructional leaders. This is an ideal package for a school that has a stable culture, stable leadership, and flat outcome data.

This is a comprehensive analysis of the current state of a school's instructional program. We help the leadership team align curriculum, assessments, professional development (PD), coaching, and resources to improve instructional practice. We provide a team of instructional specialists to help develop and implement a strategic theory of action and an instructional improvement plan that takes teaching to the next level across all content areas.

## 1.2: (Continued)

- Comprehensive evaluation of curriculum, instruction, and assessment practices throughout the school.
- Develop classroom observation rubric to identify strong instructional practices.
- Assess classroom practice using the observation rubric and an analysis of practice school-wide.
- Identify strategic instructional practices.
- Develop teacher coaching plan including lesson development, content mastery and student management.
- Develop and implement school-wide PD plan to support target instructional practices, including support in planning and facilitating all school-wide PD and buyback days.
- Coordinate alignment of after-school, summer intervention, and support services.

Includes analysis, planning and focused school-wide walkthroughs using classroom observation data to evaluate school-wide growth towards instructional alignment.

For more information, contact:  
Mary Buttler  
510-879-8601  
mary.buttler@ousd.k12.ca.us

## 1.3: Strategic Professional Development Planning

For schools that struggle to design and implement strategic PD at the site level and for leaders who want to build their own capacity to plan and facilitate excellent PD. Also ideal for leaders who have identified a focus for PD but need assistance in designing and facilitating that focus.

- Support site leadership in assessing school-wide instructional practice to identify high-leverage instructional foci.
- Develop a school-wide PD plan to build teacher capacity and mastery of target instructional foci.
- Coach site leadership in implementation of PD plan.
- Areas of possible focus include:
  - Using differentiation to address multiple levels in the classroom.
  - Scaffolding and sheltering for ELL.
  - Developing Academic English Development in the classroom.
  - Using Looking At Student Work (LASW) to align and increase rigor.
  - Developing and using rubrics with students.
  - Developing and implementing a quality writers workshop.
  - Making the work relevant.

### 1.3: (Continued)

- Project-based learning.
- Meaningfully integrating content with ELA.
- Effective direct instruction.
- Effective literacy centers with guided reading.
- Coordinate alignment of after-school, summer intervention, and support services.

Includes coaching sessions with site leadership and observation and feedback on facilitation of PD.

For more information, contact:  
Mary Buttler  
510-879-8601  
mary.buttler@ousd.k12.ca.us

### 1.4: Effective Data Inquiry Support Package

For schools that need support in facilitating strategic data inquiry at the leadership team, teacher team, and community levels and for leaders who want to build their capacity in leading and facilitating data inquiry.

- Assess current practices and capacity around implementing cycles of inquiry school wide, at the classroom teacher level, and with family and community.
- Support in analyzing relevant and current data to identify root causes and:
  - Develop a theory of action around these causes.
  - Identify targeted SMARTER goals.
  - Develop a strategic implementation plan.
  - Monitor and collect evidence of plan effectiveness.
- Support in facilitating teacher collaboration around data-based inquiry using benchmark data and student work with aligned rubrics.
- Support in developing and implementing a community engagement plan around data-based inquiry.
- Support in developing and engaging groups around data-based inquiry, including after school programs, health and wellness support resources and child development programs.

Includes monthly planning and facilitation of data inquiry with teacher teams.

For more information, contact:  
Mary Buttler  
510-879-8601  
mary.buttler@ousd.k12.ca.us

## 1.5: Designing and Implementing a Quality Arts Program

For schools that need support in developing an arts program at their sites including design of program, master scheduling, staffing, curriculum and materials, etc. Ideal for schools that want to revamp their arts programs or have no arts program.

- Initial consultation on school goals around arts programming and arts integration into the instructional program.
- Development of school-wide arts program that includes staffing needs, PD plan, connections with other content areas, purchasing needs and community partnerships.
- Support in implementation of plan.
- Support in recruiting and selecting staff.

Includes analysis, planning, observation and feedback.

For more information, contact:  
Fillmore Rydeen  
879-8116  
fillmore.rydeen@ousd.k12.ca.us

## 1.6: Instructional Technology Support Package

For schools who need support in integrating technology into the instructional program. Ideal for schools interested in making large technology purchases and that need support in thinking through how to maximize their technology resources to improve student outcomes.

- Initial consultation on school goals around technology integration into the instructional program.
- Development of technology integration plan that determines site technology needs, includes teacher coaching and PD, recommends software, programs, websites, and other tools to achieve goals.
- Support in implementing plan.

Includes analysis, planning, observation and feedback.

For more information, contact:  
John Riley  
879-8540  
john.riley@ousd.k12.ca.us



I “I feel better prepared to go back and collaborate effectively with our music teacher and add music as a dimension in teaching language arts.”

— Elementary Teacher



## SECTION TWO

Professional Development for Coaches, TSAs, Administrators,  
Instructional Facilitators

### 2.1: Site-based Content Coach Training and Support (pre-K–12)

For schools that have teachers on special assignment supporting focused ELA, ELD, or math coaching. All coaches require training around adult learning theory and access to tools and processes for helping adults reflect and grow. In addition, coaches need the most up-to-date content support to ensure that classroom practices are using research-based strategies.

- Introduce calibrated, research-based coaching practices.
- Refine coaching practice and provide access to tools for high-quality coaching.
- Provide opportunities for coaches to participate in additional subject matter content PD programs (costs for additional conferences and opportunities to be covered separately by school site).

Includes a five-day series on coaching for first year coaches and 10 PD days per year, 1 day per month.

For more information, contact:  
Mary Buttler  
510-879-8601  
mary.buttler@ousd.k12.ca.us

### 2.2: Site-based Secondary Literacy Coach Training and Support

For schools that have teachers on special assignment or administrators focused on supporting literacy instruction. All coaches require training around adult learning theory and access to tools and processes for helping adults reflect and grow.

- 5-day Summer PD in literacy coaching.
- 5 weekly PD sessions from leading Literacy experts.
- Attend conferences such as Kate Kinsella, Secondary Literacy Summit, or PLC Institutes (a \$600 conference value per participant).
- Examine data and share best practices.

Includes a five-day Summer session and five Wednesday afternoons and monthly meetings throughout the school year.

For more information, contact:  
Jeannie Griffith  
510-879-8272  
jeannie.griffith@ousd.k12.ca.us

## 2.3: Formative Assessment Based Coaching Training

For site leaders who coach teachers on a regular basis. All coaches require training around adult learning theory and access to tools and processes for helping adults reflect and grow. This multi-year coaching curriculum supports coaches in helping any teacher with content.

### Year 1

- Foundations in Mentoring
- Coaching for Analysis of Student Work
- Collecting and Using Observational Data for Coaching

### Year 2

- Coaching for Equity
- Coaching for Special Populations
- Coaching for English Language Learners

### Ongoing

- Advanced Mentoring I
- Advanced Mentoring II
- Participation in Coach Collaborative (2 meetings per month)

Each session is 6 hours with optional ongoing meetings twice per month.

For more information, contact:

Lisa Spielman  
510-879-8903

[lisa.spielman@ousd.k12.ca.us](mailto:lisa.spielman@ousd.k12.ca.us)

## 2.4: Elementary Math Coach and Teacher Leadership Training

For elementary schools that have teachers on special assignment or teacher leaders focused on supporting mathematics instruction at their sites. A minimum of 20 participants is required for 10 monthly sessions. A partnership with The Bay Area Math Project as PD provider is being explored and this training offering is contingent on meeting the minimum number of participants.

- Training will be customized depending on participant needs.

10 sessions throughout the year, 1 per month.

For more information, contact:

Heidi Boley  
510-879-8614

[heidi.boleyn@ousd.k12.ca.us](mailto:heidi.boleyn@ousd.k12.ca.us)

## 2.5: Site-based Secondary Math Coach and Teacher Leadership Training and Support

For secondary schools using UCLA Introduction to Algebra (2007 SBE-adopted Algebra Readiness curriculum). Training will be provided through a partnership with The Bay Area Math Project, local PD provider designated by UCLA for this curriculum. A minimum of 15 participants is needed.

- Provide extra site-based support to teacher users of the curriculum.
- Focus on professional learning communities and student learning.

Number of coach visit days will be based on site need.

For more information, contact:  
Heidi Boley  
510-879-8614  
[heidi.boleyn@ousd.k12.ca.us](mailto:heidi.boleyn@ousd.k12.ca.us)





"I will approach my teaching from a radically different vantage point."

— Elementary Teacher



# SECTION 3

## Targeted Support for Teaching

### 3.1: Content Coaching

For schools or networks that need targeted support for specific content-area teachers in instructional practices, lesson and unit planning, student work and data analysis, and overall PD planning. Ideal for departments that have newer teachers in a specific content area or need targeted support in increasing achievement in a specific content area.

- Model effective instruction in the content area.
- Assist with lesson planning.
- Share best practices using adopted core curriculum materials.
- Facilitate PD around goals for student achievement.
- Facilitate protocols for examining student work.
- Analyze achievement data in relation to standards.
- Observe instruction and provide evidence-based feedback.
- Share best practices on making use of academic after school programs to further the work of the school day program.

Coaches can be contracted from 1 to 5 days per week.

For more information, contact:

Heidi Boley (Math) [heidi.bolei@ousd.k12.ca.us](mailto:heidi.bolei@ousd.k12.ca.us)

Dahyana Otero (elementary ELL programs) [dahyana.otero@ousd.k12.ca.us](mailto:dahyana.otero@ousd.k12.ca.us)

Elizabeth Macias (secondary ELL programs) [elizabeth.macias@ousd.k12.ca.us](mailto:elizabeth.macias@ousd.k12.ca.us)

Jeannie Griffith (secondary ELA) [jeannie.griffith@ousd.k12.ca.us](mailto:jeannie.griffith@ousd.k12.ca.us)

### 3.2: Subject-focused Professional Learning Communities Facilitation

For schools K–12 working in content area PLCs.

- Content area coaches provide facilitation services to focus and guide teachers' PLC work on student learning by addressing the following:
  - What will students learn? (standards, implemented curriculum, rigor, lesson design and shared lessons)
  - How will we know they have learned it? (data analysis: student work, formative assessments, district assessments)
  - How will we respond when they don't learn? (front-loading and re-teaching strategies, scaffolding and interventions)
  - How will we respond when they already know it? (challenge opportunities for all students, acceleration strategies)
  - Assist PLC in identifying instructional targets, as supported by data, that connect to the school-wide SMARTE goals.

### 3.2: (Continued)

For more information, contact:

Heidi Boley (Math) [heidi.boleymath@ousd.k12.ca.us](mailto:heidi.boleymath@ousd.k12.ca.us)

Dahyana Otero (elementary ELL programs) [dahyana.oteromath@ousd.k12.ca.us](mailto:dahyana.oteromath@ousd.k12.ca.us)

Elizabeth Macias (secondary ELL programs) [elizabeth.macias@ousd.k12.ca.us](mailto:elizabeth.macias@ousd.k12.ca.us)

Jeannie Griffith (secondary ELA) [jeannie.griffith@ousd.k12.ca.us](mailto:jeannie.griffith@ousd.k12.ca.us)

### 3.3: Elementary ELA Instructional Support System (Reading First)

For elementary schools that want support in implementing a strong ELA program and for leaders who want to build their capacity as instructional leaders. OUSD previously provided this service as Reading First. Funding under NCLB has been reduced, but Strategy Team is committed to subsidizing this package by funding the program fully with the exception of site-based coaching. Schools who purchase a site coach will automatically receive access to the PD.

- Part or full-time literacy coaching (2–5 days/week).
- Comprehensive training of all coaches.
- Facilitate regular PD around ELA, including data inquiry, workshops on specific instructional practices, site visits, and collaborative planning.
- Access to Date with Data.
- OCR/FA PD for teachers and principals during the Summer.

2–5 days per week coaching sessions. Includes a 5-day summer institute, 1 day per month of PD, and 4 days throughout the year of coaching institute.

For more information, contact:

Mary Pippitt

510-879-8608

[mary.pippitt@ousd.k12.ca.us](mailto:mary.pippitt@ousd.k12.ca.us)

### 3.4: Classroom Management Package

For any teacher (excluding those in PAR) struggling with classroom management, and particularly new teachers. This is a highly recommended investment for all new teachers to Oakland, especially those brand-new to the classroom (who haven't previously student-taught), or current teachers who continue to experience management as the primary obstacle for improving practice.

- Support from a trained coach in classroom management.
- Effective Classroom Management Training — Summer and Fall
- Positive Discipline training — Summer and Fall.
- Opportunity to observe colleagues.
- Access to resource library and teacher resource center.

### 3.4: (Continued)

- Support from the Classroom Management Program Manager.

20 hours of intensive coaching per teacher during a 3 to 4 week period

Purchasing both the Classroom Management Package and the Classroom Management Coaching Before the School Year is highly recommended for each new teacher.

For more information, contact:  
Lisa Spielman  
510-879-8903  
lisa.spielman@ousd.k12.ca.us

### 3.5: Classroom Management Coaching Before the School Year

For teachers who want to improve classroom strategies and prepare the classroom environment before the first day of school. This is a highly recommended investment for all new teachers, as they will receive one-on-one support.

- Assist in preparing the class room for the first week of school.
- Assist in design of lesson plans.

Schools determine the number of hours per teacher, and teacher and coach meet before school year begins.

Purchasing both the Classroom Management Package and the Classroom Management Coaching Before the School Year is highly recommended for each new teacher.

For more information, contact:  
Lisa Spielman  
510-879-8903  
lisa.spielman@ousd.k12.ca.us

### 3.6: ELA Secondary Strategic Period Teacher Support Package

For teachers of the ELA Strategic Period who are struggling to develop curriculum and an instructional strategies toolkit to accelerate student learning.

- PD (2 days in August, 3 days throughout the school year) implemented by Action Learning.
- Monthly strategic cadre meetings to review data, set goals, and share best practice.
- Monthly observation and coaching sessions.

5 days PD and monthly support meetings throughout the year.

For more information, contact:  
Jeannie Griffith  
510-879-8272  
jeannie.griffith@ousd.k12.ca.us

### 3.7: Read 180 Support Package

For teachers (especially new teachers) who need support in implementing Read 180. Highly recommended for schools new to Read 180 and for schools that want to monitor implementation and receive updates on the quality of implementation.

- Assistance with procurement, initial set-up, installation, and communications with Technology Services.
- Monitoring of implementation and implementation support.
- Monthly visits to troubleshoot, coach, and insure proper implementation.

5 meetings per year and 2 visits per month throughout the implementation process.

For more information, contact:  
Jeannie Griffith  
510-879-8272  
jeannie.griffith@ousd.k12.ca.us

### 3.8: World Languages/History/Social Science or PE or Arts Teacher Support Package

For specialty teachers who want coaching, PD and access to a network of professionals in their specific content areas. Ideal for specialty teachers in small schools.

- Access to quality curricular resources, lessons, units, enrichment, and materials.
- Targeted 2-day Summer PD focused on unit and lesson development.
- Monthly classroom observation and feedback.
- Coaching sessions to support unit and lesson development, problem-solve instructional challenges, and provide PD on instructional strategies.

2-day Summer session, 1 observation and coaching session per month and additional support sessions as needed.

For more information, contact:  
Yvonne Allara  
510-879-8758  
yvonne.allara@ousd.k12.ca.us

### 3.9: Elementary ELA Arts Integration (partnership with MOCHA)

For schools interested in integrating arts into OCR/FA. Programs have been extended to include grades 2–5. Schools must send grade-level teams in order to participate.

- Training K–5 teachers in OCR/FA arts integration program.
- Coaching support by classroom teachers experienced in integrating art and OCR/FA.
- All required materials provided (Curriculum Binder) for implementation of program.

Summer session with ongoing coaching in-class by resident MOCHA artist.

For more information, contact:  
Mary Pippitt  
510-879-8608  
mary.pippitt@ousd.k12.ca.us



"I feel like I have had a narrow focus that has been greatly expanded. This was one of the most useful and definitely the most fun workshops I've taken in the 20 years I've taught."

— OUSD Teacher

# 4

## SECTION FOUR

### Implementing Strategic Interventions

#### 4.1: Beyond the Basics Elementary Math Intervention Curriculum

For elementary schools seeking a strong math interventions program.

- Access to research-based math intervention programs.
- Diagnostic assessments.
- All required materials provided for implementation of program.

2-hour workshop, including 4 hours of initial preparation with follow-up check-ins during the school year as needed.

For more information, contact:  
Heidi Boley  
510-879-8614  
heidi.boleyn@ousd.k12.ca.us

#### 4.2: Si Swun Mathematics Coaching (selected elementary schools only)

For specific schools targeted by Strategy Team, this is a subsidized comprehensive math program that has a record of dramatic achievement results both in Oakland and in other California school districts. Schools pay for coaching services.

- Beyond the Basic Facts intervention materials, PD, and assessments.
- Pacing guide.
- Pre- and post-trimester unit assessments; end-of-course tests.
- Principal support coach.

6 days PD every trimester with 6 days Summer front-loading, weekly OUSD site visits and coaching, and monthly Si Swun visits.

For more information, contact:  
Heidi Boley  
510-879-8614  
heidi.boleyn@ousd.k12.ca.us

### 4.3: UCLA Introduction to Algebra (gr7+ and AlgA) Math Intervention

For middle schools seeking an intervention program to implement as an extra period of mathematics during the school day. Designed for students in 7th, 8th, or 9th grade.

- Intensive intervention program for FBB/BB students.
- Classroom observations and feedback around implementation effectiveness.
- All required materials provided to implement program.
- Quarterly assessments with analyses.
- Monthly PD for teachers provided by The Bay Area Math Project.

Monthly PD sessions, monthly site visits and 4 assessments per year

For more information, contact:  
Heidi Boley  
510-879-8614  
heidi.boleyn@ousd.k12.ca.us

### 4.4: Secondary Math Intervention Consultancy

For middle or high schools seeking a math intervention program to implement before and after school, during the school day, or as part of summer interventions.

- Assess site through data review, needs identification and evaluation of site capacity.
- Identify and recommend appropriate math intervention model(s).
- Support in establishing intervention program, including PD for identified staff, securing materials and tracking data.

Consulting and support provided on an as-needed basis, as determined by initial site visit.

For more information, contact:  
Heidi Boley  
510-879-8614  
heidi.boleyn@ousd.k12.ca.us

#### 4.5: Early Numeracy Intervention (pre-K–1)

For elementary schools seeking an early numeracy intervention program to be used within the classroom. UC Berkeley is the provider and programs will be customized to offer the best package based on the number of schools and teachers signed up.

- Participate in diagnostic assessments.
- Provide a series of activities for teachers to use in the classroom.
- Identify coaches available on contract to support initiative.
- Support in contracting and procuring service.

Number of days to be determined based on number of sites and teachers.

For more information, contact:

Heidi Boley  
510-879-8614  
heidi.boleym@ousd.k12.ca.us

#### 4.6: Elementary ELA Intervention Consultancy

For elementary schools seeking a reading intervention program to implement before and after school, during the school day, or as part of summer interventions.

- Assess site through data review, needs identification and evaluation of site capacity.
- Identify and recommend appropriate ELA intervention model (Response to Intervention).
- Support in establishing intervention program, including PD for identified staff, securing materials and tracking data.

Consulting and support provided on an as-needed basis, as determined by initial site visit.

For more information, contact:

Mary Pippitt  
510-879-8608  
mary.pippitt@ousd.k12.ca.us



"School Improvement Services effectively shine a focused beam of light on those practices that are most important to accelerating student achievement in our schools! The SI coach with whom I worked regularly asks the hard questions, the probing questions that force deep reflection on my theory of action and help me reprioritize the ways in which I allocate my time and resources. SIS offers effective, tools, protocols and guidance that has significantly improved the way I work with principals and teachers to improve student learning."

— Fred Brill, Ed.D., Middle School Network Executive Officer

# 5 SECTION FIVE

## Curriculum Development Support

### 5.1: Summer Interventions Curricula and Professional Development

For schools seeking a Summer intervention program and needing assistance identifying an appropriate program and training teachers in its implementation. Ideal for schools with newer teachers who want support in designing summer intervention programs.

- Assess site through data review, needs identification and evaluation of site capacity.
- Identify appropriate curricula and program for summer intervention.
- Support in establishing intervention program, including PD for identified staff, securing materials and tracking data.
- Train and support teachers in district-adopted intervention model.
- Coordinate ELA Response To Intervention activities.

Consulting, training and support provided on an as-needed basis, as determined by initial site visit.

For more information, contact:  
Mary Pippitt  
510-879-8608  
mary.pippitt@ousd.k12.ca.us

### 5.2: Development of Advisory Curricula with Aligned Professional Development

For schools that need support in implementing a strong advisory program.

- Support site leadership in developing quality advisory curricula focused on college readiness.
- Develop and implement monthly PD around advisory program. Includes ongoing consultation and curriculum development throughout the year.

For more information, contact:  
Mary Buttler  
510-879-8601  
mary.buttler@ousd.k12.ca.us



“The experience of having a School Improvement coach has been amazing for me. I was able to meet with my coach and develop systems to support the needs of our school. These systems that my coach helped me with included; the Leadership Team, GLAAC, PLCs, Parent Data Work Shops, classrooms observations and much more. What has been so gratifying to me is being able to focus and organize data, which enables me to improve my leadership skills and collaborate with my staff to set SMARTER goals for Lazear School. This has truly been a learning experience for me.”

— Geraldine Camacho, Principal,  
Lazear Elementary School

# SECTION SIX

## Additional Information FAQs

**Q. There are many coaching packages. How are they different? How are they the same?**

A. Instructional Services has developed, and continues to refine, a coaching model that ensures we provide the best trained coaches. While support for all school sites uses the same coaching model and tools, we offer different packages to fit different school sizes and funding levels. Please don't hesitate to ask for coaching support that may not be already defined in this Services Guide.

**Q. Does the Instructional Technology service fix computers?**

A. No, the Instructional Technology service helps teachers integrate technology applications into the curriculum. There is no technical support or repair of technology included in this service.

**Q. Do School Improvement (SI) coaches come into schools with their own agendas, programs or packages?**

A. No, SI coaches provide customized and strategic support to school and network leaders based on site-specific needs. We provide research-based resources in the form of structures, protocols, and tools to help leaders reach their leadership and student learning goals.

**Q. Do SI coaches and Content coaches do the same work?**

A. No, SI coaches assist leaders in planning and facilitating a whole-school improvement process around core areas of school improvement. Core areas include instructional leadership, professional learning communities (PLC), quality teaching and learning, community and family engagement and school design and incubation services. Content coaches focus on specific content areas (ELA, Math, Science, etc.) and do not provide whole-school coaching.

**Q. Do SI coaches work with teachers?**

A. Yes, SI coaches work with teachers within the context of the five core areas of school improvement. For example, the SI coach could assist in building the knowledge of teacher leaders or teams to facilitate and implement effective and efficient PLC work. Another example would be the SI coach assisting teaching staff in defining what "rigor" means at their school, developing criteria for success for rigor and designing a rubric to measure the implementation of a rigorous program.

**Q. How do I sign up for services?**

A. There are several ways to sign up for services. You can contact the Instructional Services office, contact the Program Manager directly, or you can sign up during the RBB process. Please don't hesitate to ask for more information or clarification!



“Working with a School Improvement coach has enabled me to focus on an area of need that has been extremely challenging since I am the only administrator at my site, with no support staff. As a result of teaming with a coach, the school’s Instructional Leadership Team (ILT) is “up and running,” concentrating on the school’s selected instructional focus and working with the staff as a whole to meet our goals. In addition, my coach assists with organization of meetings and just overall lessens my heavy load.”

— Deitra Atkins, Principal, Glenview Elementary School

# Testimonials



“I feel better prepared to go back and collaborate effectively with our music teacher and add music as a dimension in teaching language arts.”

— Elementary Teacher

“I will approach my teaching from a radically different vantage point.”

— Elementary Teacher

“I feel like I have had a narrow focus that has been greatly expanded. This was one of the most useful and definitely the most fun workshops I’ve taken in the 20 years I’ve taught.”

— OUSD Teacher

“School Improvement Services effectively shine a focused beam of light on those practices that are most important to accelerating student achievement in our schools! The SI coach with whom I worked regularly asks the hard questions, the probing questions that force deep reflection on my theory of action and help me reprioritize the ways in which I allocate my time and resources. SIS offers effective, tools, protocols and guidance that has significantly improved the way I work with principals and teachers to improve student learning.”

— Fred Brill, Ed.D., Middle School Network Executive Officer

The experience of having a School Improvement coach has been amazing for me. I was able to meet with my coach and develop systems to support the needs of our school. These systems that my coach helped me with included; the Leadership Team, GLAAC, PLCs, Parent Data Work Shops, classrooms observations and much more. What has been so gratifying to me is being able to focus and organize data, which enables me to improve my leadership skills and collaborate with my staff to set SMARTER goals for Lazear School. This has truly been a learning experience for me.

— Geraldine Camacho, Principal, Lazear Elementary School

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— Deitra Atkins, Principal, Glenview Elementary School

# Who to Contact

## Questions? Feedback?

Math and Science Coaching:  
Heidi Boley  
510-879-8614  
heidi.bolely@ousd.k12.ca.us

Science:  
Caleb Cheung  
510-879-8842  
caleb.cheung@ousd.k12.ca.us

ELL Coaching Elementary:  
Dahyana Otero  
510-879-8770  
dahyana.otero@ousd.k12.ca.us

ELL Coaching Secondary:  
Elizabeth Macias  
510-238-9269  
elizabeth.macias@ousd.k12.ca.us

Primary ELA Coaching:  
Mary Pippitt-Cervantes  
510-879-8608  
mary.pippitt@ousd.k12.ca.us

Secondary ELA Coaching:  
Jeannie Griffith  
510-879-8272  
jeannie.griffith@ousd.k12.ca.us

World Languages / Social Studies / Physical Education:  
Yvonne Allara  
510-879-8758  
yvonne.allara@ousd.k12.ca.us

New Teacher Support and Development:  
Lisa Spielman  
510-879-8903  
lisa.spielman@ousd.k12.ca.us

Technology Services:  
John Riley  
510-879-8540  
john.riley@ousd.k12.ca.us

Visual and Performing Arts:  
Fillmore Rydeen  
510-879-8116  
fillmore.rydeen@ousd.k12.ca.us

Instructional Services and Other:  
Mary Buttler  
510-879-8601,  
mary.buttler@ousd.k12.ca.us





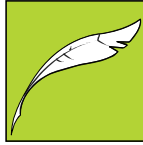
Get results in improving student achievement!

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# Oakland Unified School District



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Mary Buttler, Executive Officer

Harper Building  
314 East 10th Street  
Oakland, CA 94606-2296

phone: (510) 879-8601

fax: (510) 879-8609

email: [IS@ousd.k12.ca.us](mailto:IS@ousd.k12.ca.us)



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