The Oakland Fund Human Capital Strategy Development: Making Oakland a Magnet for Talent

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The Oakland Fund Human Capital Strategy Development
Making Oakland a Magnet for Talent

Doctor of Education Leadership (Ed.L.D.)
Capstone

Submitted by

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To the Harvard Graduate School of Education
in partial fulfillment of the graduation requirements for the degree of
Doctor of Education Leadership

May 2015

Dedication

For my family; Leslie, Kaya, Kiana, and Kalea, who have taught me all of the important things in life and continue to be the inspiration for all that I do.

Acknowledgements

I would like to acknowledge a few of the many people who have made this work possible through generous contributions of time, support, and sage advice! I stand on the shoulders of giants and want to recognize here that without them this accomplishment would not have been possible.

First and foremost I want to thank my family who each contributed in important ways. My amazing daughters were generous with their advice and tolerant of the many hours spent "working" in the office when I should have been listening to and engaging with them! To my wife Leslie, who made the entire experience a fun adventure for our family and held us together with endless optimism and an infectious joy for life that would not be suppressed by due dates or class assignments. She is a source of much happiness in my life and an inspiration for me to make the most of the amazing world we live in.

I want to thank the Ed.L.D. program faculty and staff and all of my cohort who have shared in the journey with me in a spirit of camaraderie and support that is rare and special. They have helped me to develop technical skills like how to read standing up so you don't fall asleep and how to make a Prezi that doesn't make the audience dizzy. They have also helped me to build adaptive skills like how to ask for help and how to be open to unrecognized possibilities and perspectives. I want to thank Team JP Inc. for all of the deep and meaningful learning we have done together. A team of underdogs, we pulled together time after time and showed that the power of collaboration is stronger than the most shiny single star ever can be.

The Ed.L.D. Program has not only provided the opportunity to learn about transforming the education sector, but even more importantly, it has provided the opportunity to learn about transforming myself. Bob Goodman helped me to uncover truths buried deep within my psyche that had been impacting my ability to lead and live a happy and productive life and I will not forget the lessons learned during our time together. Lisa Lahey provided a level of support and compassion for me that goes way above and beyond the scope of her duties as an academic advisor. Our times together often felt like the verbal hug that I needed and always pushed me to reflect on my own learning in an honest and unapologetic way that really helped me to understand myself and to grow. Eileen McGowan has been the most amazing support in completing this capstone paper, giving of her time and intellect to push my thinking and bring clarity to my writing and I am truly grateful.

Finally, I want to thank the Oakland Fund Team and the entire NewSchools Venture Fund organization for hosting my residency and providing such fertile ground for my learning. Gloria Lee took the time to get to know me and my talents and found ways to put them to work. She is a masterful leader who showed me a new way to lead from the outside and I will be forever grateful for her support and guidance. Anne Soto was an instant ally for me at Newschools and taught me so much about investing and the philanthropy world. She was a confidant and teacher for me who showed the patience and faith that I needed in learning this new way of thinking about impact in the education sector.

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Abstract

How best can NewSchools Venture Fund, "a nonprofit venture philanthropy firm working to transform public education for low-income children" (NewSchools Venture Fund, 2014), make investments which result in making Oakland K-12 schools a magnet for high quality educator talent? At all levels of the education ecosystem, from systems level leaders to the teachers in every classroom, human capital is the single most significant factor in influencing educational outcomes for learners (Childress S. , Elmore, Grossman, & King, 2007). Human capital is a system. It includes the people who do the work, the efforts to attract them to the system, the efforts to develop their skills and practices once they are in the system and the conditions that sustain them in the system over time.

Like other urban education systems across the nation Oakland struggles to attract, engage and sustain talent. The Oakland Fund, a division of NewSchools Venture Fund focused specifically on transforming the education ecosystem in Oakland, has identified three areas of investment intended to bring about Oakland's education renaissance. The Oakland Fund's investments seek to add 10,000 high quality seats, make Oakland a magnet for talent and build a coalition of engaged and active community organizations and leaders to drive the transformation (Oakland Fund Prospectus, 2014). My strategic project was to develop a credible and effective theory of action and strategy for making Oakland a magnet for talent.

This capstone focuses on how current research on human capital was contextualized to the Oakland education ecosystem and combined with stakeholder input to develop a theory of action to drive our investment strategy for greatest positive impact.

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The resultant product provides the Oakland Fund with a clear direction forward in the work of making Oakland a magnet for talent.

My approach to the leadership of this project and my ability to effectively adjust that approach to the organizational culture at NewSchools Venture Fund was key to the process of strategy development. It required shifting my frame of mind from that of a site leader, who was successful in transforming school culture because of my ability to get buy in through deep engagement of key stakeholders in all aspects of the work, to that of an Ed.L.D. resident leader expected to produce a credible human capital strategy for the Oakland Fund. Recognizing how different components of the process played out in terms of who needed to be involved in doing the work and how each team member engaged most effectively was key to the success of the project and the source of much of my own learning.

Introduction

"Without "strategic management" of human capital the nation's schools will not be able to attain their goal: increased student achievement." (Taking Human Capital Seriously, 2009, p. 2)

Human capital development plays a key role in any school transformation effort and specifically for the Oakland Fund strategy. Human capital has an impact on all aspects of the education system and therefore must be addressed strategically if transformation of the education system is the goal. This capstone describes the process by which I developed the Oakland Fund human capital strategy and the data and analysis used in understanding the results. Further, this capstone examines the implications of this work for me as a leader, for the Oakland Fund's strategic moves for making Oakland a magnet for talent and for the sector in understanding how venture philanthropy organizations can play a role in systems level transformation.

In this capstone, the Review of Knowledge for Action (RKA) provides a base of knowledge upon which to build the core learning for this project. I frame the RKA around key questions, the answers to which provide the basis for my theory of action

First, I explored what the literature says about various processes for strategy development.   In researching the literature I determined a working definition for 'strategy' that altered my thinking and guided my subsequent strategy development process. This definition expanded and structured my work, and forced the consideration of strategy development from multiple perspectives, with a nuanced and forward-looking goal in mind.

Next I delved into the specific context of the human capital ecosystem in Oakland and what the literature suggests are best practices for addressing those specific

conditions. I tapped several different sources for information on local context including journal articles and reports specifically written on the Oakland human capital ecosystem, national studies on best practices in human capital development, and interviews with local and national education leaders interested in human capital development. The most informative of these sources were the one-to-one interviews that I conducted with a wide range of local and national education leaders at the beginning stages of the project. I spoke with district, CMO, and stand-alone charter school talent acquisition leaders in order to solicit their thoughts and experiences on the human capital ecosystem in Oakland. I was also interested in their impressions of the bright spots and pain points in the local human capital ecosystem as I found this very important to understanding the specific strengths and needs of the local system.

Several themes emerged from this learning that informed the theory of action for making Oakland a magnet for talent. Each question posed in the RKA led to key takeaways that became the basis for each assertion in the theory of action upon which the strategy is built. Each of these assertions was interrogated in the results and analysis section of this capstone where I describe and analyze the data that supports or disputes each assertion.

I also adopted a conceptual framework for analyzing conditions and the forces at play, externally and internally, through Mark Moore's Strategic Triangle (Moore, 2013). This framework was very valuable in analyzing potential strategies for their impact specifically in the Oakland human capital ecosystem and in evaluating the public value through the use of Moore's public value account. I describe how this was used in detail in the results section of this capstone. The concluding section then describes the strategy

that resulted from this work and briefly describes next steps for the Oakland Fund in implementing the strategy and achieving the desired outcome of making Oakland a magnet for talent!

Review of Knowledge for Action (RKA)

The focus of the Oakland Fund initiative is to create a human capital development strategy to positively impact all aspects of the Oakland education ecosystem. "To be strategic, human capital management practices must be aligned with and devolve from a district's educational improvement strategy. The strategic management of human capital and the education system's educational improvement strategy are inextricably linked" (Odden & Kelly, 2008). Here Odden & Kelly describe the relationship between an educational improvement plan and the district's human capital strategy; I argue it is the same for New Schools Venture Fund in the Oakland Fund's work. Human capital is linked to all of the Oakland Fund's improvement goals.

My experience as a school leader supports the idea, behind the Odden & Kelly quote above, that strategic management of human capital is vital to the success of nearly all improvement initiatives. Regardless of the improvement being sought, people will have a hand in it and therefore effective management of their time and actions is needed. Further, the entire human capital ecosystem matters and is reactive to the context in which it sits. "…in the twenty-first-century economy, human capital – the economist's term of art for acquired knowledge, talent, skills and dispositions – is the true source of wealth" (Childress, Doyle, & Thomas, 2009).

As the principal of Franklin Elementary School in Modesto California, I experienced the importance of human capital in carrying out most, if not all, initiatives at the school. During the 2003/2004 school year, the district was awarded a grant which provided funds for after school programs at each of six underperforming schools. All the

principals were ecstatic about the funds because we each had a significant need for additional instructional support for our students, especially our English language learners (ELL). We met together with district staff in the curriculum department and planned an after school program that would offer tutorials and enrichment activities to serve all students well and which was specifically designed with ELL students in mind.

Unfortunately we did not take into account the clause in the teacher's contract that stipulated tenured teachers had first rights to staff after school tutorials and the teacher with the highest seniority had first pick. We had envisioned hiring bilingual teachers with experience and success in helping ELL's accelerate learning and instead ended up with teachers who had taught after school programs for years with very low expectations and even lower results. Not only were their expectations low but they also lacked the language instruction skills needed to implement our language intensive curriculum. This is just one example of the importance of human capital in implementing any improvement strategy. Thinking carefully and intentionally about human capital is vital to the success of all of our initiatives in the Oakland Fund. This is what makes the work of developing and clearly articulating a theory of action and building a strategy aligned to it very important.

Successful leadership of this project required: 1. an understanding of strategy development processes; 2. knowledge of the specific context of the Oakland human capital ecosystem; and 3. research-based best practices in human capital development. It also required an ability on my part, as the strategy development process lead, to adjust the process in order to best suit the team and the organizational context. What follows is an exploration of each of these three areas.

Strategy Development

What is known and what can I learn about strategy development that will help me to develop a theory of action and strategy for "Making Oakland a magnet for talent"?

"Leaders should develop a theory of action about how to maximize student learning and implement the theory through a strategy that is based on clear cause and effect relationships" (Childress S. , 2010, p. 26).

I begin my review of strategy development processes with the quote above because I wholeheartedly agree that strategy should be based on data and I designed my strategy development process to be focused on the specific context data from Oakland. As the quote above suggests, an effective strategy must be based on a sound theory of action, grounded in the specific context in which it will be implemented. In the process used to develop the Oakland Fund human capital strategy, the team used data to inform our theory of action. By collecting and analyzing data related to supply and demand, as well as specific pain points and bright spots in the current human capital ecosystem in Oakland and nationwide, we gained an understanding of the system we were trying to impact. While this data collection was not designed to provide proof of cause and effect relationships, it did lead to key takeaways regarding the needs and capacity of the ecosystem, which informed the theory of action upon which our strategy has been developed.

Clear operational definitions were critical to the strategy develop processes. For example, a very basic definition of strategy, from Merriam-Webster.com, illustrated the danger of over simplification and a lack of nuance in understanding the process. "The skill of making or carrying out plans to achieve a goal" (Merriam-Webster.com, 2014). This basic definition does not speak to the conditions present which may affect the plan

nor does it speak to the core competencies or competitive advantages of the players enacting the plan. A more expansive definition was useful in maximizing the value of the strategy development process at the Oakland Fund.

Alfred Chandler's work from the early 1960's provides a classic definition of strategy which goes a bit further, "Strategy can be defined as the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals." (Chandler, 1962). This definition expands upon the idea of an effective plan to include some concept of resource allocation but falls short, for our purposes, in that it ignores other important environmental considerations such as market conditions or organizational capacity. In developing a strategy for human capital in Oakland it was important to consider the specific conditions on the ground in order to maximize strengths and minimize the impact of weaknesses within the human capital ecosystem.

The idea of strategy and leadership can also be found much earlier in Sun Tzu's *The Art of War* which is often cited for these words on strategy, "All men can see the tactics whereby I conquer, but what none can see is the strategy out of which victory is evolved." (Tzu, 2014). Here the implied definition of strategy is about the thinking and the planned intention behind one's specific actions within a particular set of conditions. This again refers to the idea that strategy is a cerebral action of planning for a desired outcome by considering conditions and charting a path forward in light of them.

Mark Moore similarly describes the idea of strategy as requiring consideration of conditions and charting a path in light of them. He provides three specific areas of influence in his concept of the strategic triangle (Moore, 2013).
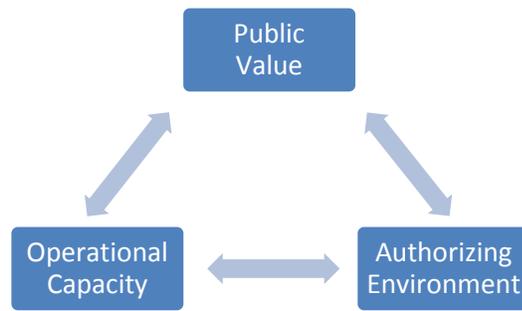
Figure 1. *Mark Moore's Strategic Triangle.* Moore's Strategic Triangle adapted from Moore, M. (2013). *Recognizing Public Value.* Cambridge : Harvard University Press.

The three areas of influence as depicted in the diagram above are: authorizing environment, operational capacity, and public value. The authorizing environment refers to the political as well as financial context. Operational capacity refers to the structures, people and activities that can actually be accomplished within the existing organization given the operational resources available. Public value refers to the degree to which "the organization produces things of value to the overseers, clients, and beneficiaries." (Moore, 1995).

Moore's strategic triangle is a useful tool for our work in developing an effective human capital strategy. Moore suggests that managers develop a public value account as a tool for aligning and integrating the three areas, "The public value account helps build, integrate, and test a strategy for public value creation" (Moore, 2013, p. 105). This idea of comparing assets, resources and activities used, to outcomes generated as a scorecard is a part of the process we use to evaluate potential human capital investments (See Appendix A).

Moore's strategic triangle provides a structure for analyzing conditions externally and internally and a conceptual framework for understanding all of the forces at play. This is closely aligned with Drucker's idea of strategy as "intentional and purposeful action requiring a clear objective" as well as an understanding of the organizational capacity and external conditions in which the strategy is conceived (Drucker, 1974). This concept is important and played a critical role in the development of our human capital strategy in the Oakland Fund as it forced grounding in the organizational realities that exist and must be navigated in any actions taken. The Oakland Fund is a small team that seeks to have an impact through investing in and supporting the work of entrepreneurial organizations and individuals. It is part of a larger organization in NewSchools Venture Fund which is governed by a board and supported through philanthropic giving and therefore is reliant on funders and subject to board strategy and objectives. The Oakland Fund is also subject to the political winds that blow locally and sometimes those authorizing forces are at odds. This complex authorizing environment influences the way in which the Oakland Fund makes investments and the public value recognized by the various authorizers.

Here is yet another definition of strategic planning that further expands the concept and is specific to the field of education: "Strategic planning is a forward looking, proactive option. It seeks to create a better future by encouraging educational partners to join together in defining and achieving important results and contributions" (Kaufman, Herman, & Watters, 2002, p. 4). This definition adds an aspirational element to the strategy development process and requires that a vision of what can be is set before a strategy is developed. This aspirational aspect is very important to the work of the

Oakland fund because our entire reason for being is to "create a better future" which requires a forward looking stance.

Henry Mintzberg identifies 5 definitions of strategy and describes how the multiple definitions of the word not only enriches our understanding of the concept but also pushes us towards a more nuanced examination of the organizational structures themselves, "Each definition adds important elements to our understanding of strategy, indeed encourages us to address fundamental questions about organizations in general" (Mintzberg, 1987, p. 20). For Mintzberg strategy can be thought of as "plan, ploy, pattern, position and perspective" (Mintzberg, 1987, p. 11).

Mintzberg's idea of strategy as a *plan* speaks to intention and desired results and reflects elements of both Drucker and Moore's definitions as a "design for action". For Mintzberg the idea of strategy as *ploy* refers to actions designed explicitly to impact outside impressions regarding the actions. An organization might investigate opening up a new market with the intent to scare off competition in that market and without any real intent of actually going into the new market. Strategy also includes the behaviors that result from a plan. These behaviors can be seen as a *pattern* which others might see as a strategy in itself. We might make a plan for how to deploy resources in pursuit of a specific goal or plan a series of actions for realizing our objectives but in observing a pattern or, "consistency in behavior" others will infer a strategy being carried out. While these two definitions of strategy as plan and as a pattern can seem at odds, accepting both provides additional ways of understanding and developing strategy in that together they describe both emergent and deliberate strategy. Regardless of how it has been realized,

through deliberate action or through perceived patterns of behavior, the realized strategy is the same.

Mintzberg's fourth definition of strategy is as a *position*. "By this definition, strategy becomes the mediating force between organization and environment, that is, between the internal and external context." (Mintzberg, 1987, p. 15) This definition of strategy also relates well to Moore's strategic triangle in that it is concerned with the match between the internal organizational capacity and the external authorizing environment in which it acts. The strategy then is not simply the resources being allocated to a task but also includes understanding the context in which they are being allocated. This context specific view of strategy development is at the heart of the Oakland fund work; the Fund is designed to take a wide view of the Oakland education ecosystem so as to be able to leverage widely diverse and interconnected resources and to respond to widely diverse obstacles and needs.

Mintzberg's fifth definition of strategy as *perspective*, takes into account another aspect of strategy, the "ingrained way of perceiving the world" (Mintzberg, 1987, p. 16) that each organization holds. Each actor perceives the internal and external environment in a particular way that colors and shapes his/her perception of what is possible and desirable. This also is critical to understand in developing an effective strategy as it situates the process within the scope of reality accepted by the organization and its leaders.

The key takeaways from this section of the RKA, which answers the question, ***"What is known and what can I learn about strategy development that will help me to develop a theory of action and strategy for "Making Oakland a magnet for talent"?"***

are that there are many different definitions for what strategy is, how it should be developed and what it should be used for. None of the definitions alone completely capture the value and promise of strategy development processes. For the purpose of developing a theory of action and strategy for the Oakland Fund human capital initiative I developed the following working definition of strategy based on my review: Strategy is a plan that considers resources, contexts, and perspectives in describing the path to realize future goals and objectives. In considering the contexts in which a strategy is developed, I will be responsive to the three corners of Moore's strategic triangle, public value, authorizing environment, and organizational capacity and will use that framework to evaluate the strategy.

The Oakland Human Capital Ecosystem

What is the specific context of the human capital ecosystem in Oakland and what does the literature tell us are the best practices for addressing those specific conditions?

Human capital is a system. It includes the people who do the work, the efforts to attract them to the system, the efforts to develop their skills and practices once they are in the system and the conditions that sustain them in the system (or not). These are all important and interdependent parts of a system. It is not enough to address one part without attending to the others as well because impacts on one aspect will have an impact on another (Odden & Kelly, 2008).

The Oakland public education system is comprised of close to 50,000 children attending public school in Oakland. They are served by Oakland Unified School District (OUSD) with 47,327 students in eighty-six district managed schools and thirty-two

district authorized charter schools (Department of Quality Accountability & Analytics, 2014). Additionally, 1,899 Oakland students are being served by six Alameda County authorized charter schools (Education Data Partnership, 2014). Over 5,000 adults are employed in service of these students as teachers, teachers' aides, school support staff, principals, assistant principals, district administrators and other support staff. In preparation for the 2014/2015 school year well over 500 teachers were needed to fill open positions in district and charter schools in Oakland (OUSD Talent Aquisition Leader Interviews, 2014).

In OUSD the teaching force is less experienced than in higher performing districts with similar demographic conditions. Figure 2 below shows that OUSD has more than six times the percentage of teachers in their first two years of teaching than does the higher performing and demographically similar Long Beach Unified School District.
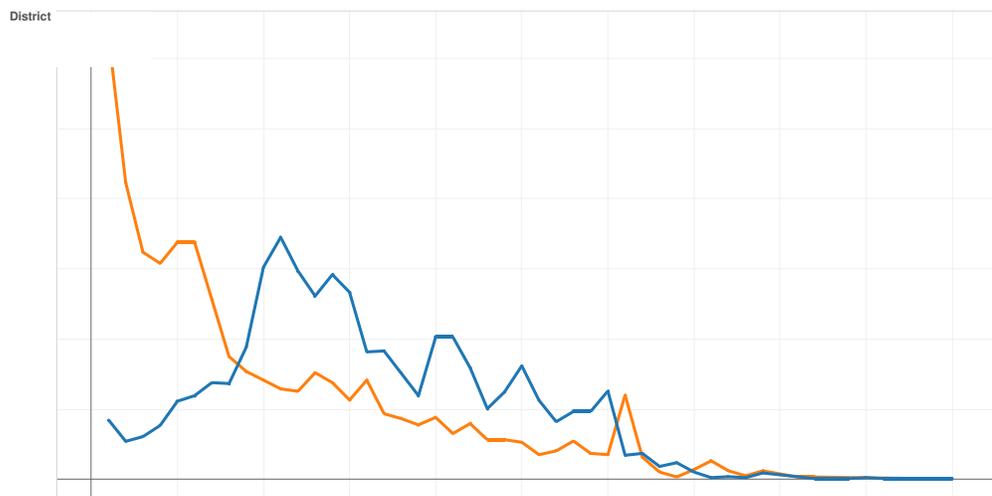

Figure 2. *Teaching Force Experience Comparison* Adapted from a NewSchools Venture Fund internal document created by Tom Sayer 2014.

Having such an inexperienced work force has had a negative impact on the Oakland education ecosystem. Across the country and in Oakland specifically, first year teachers are less effective in raising student achievement than more experienced teachers. "Although teacher quality appears to be unrelated to advanced degrees or certification, experience does matter, but only in the first year of teaching." (Hanushek, 2005, p. 2)

Figure 3 below shows the effect of teacher experience on student learning and tells us that teachers in the first years of teaching have less impact on student learning than do more experienced teachers.

The effect of teacher experience on student learning
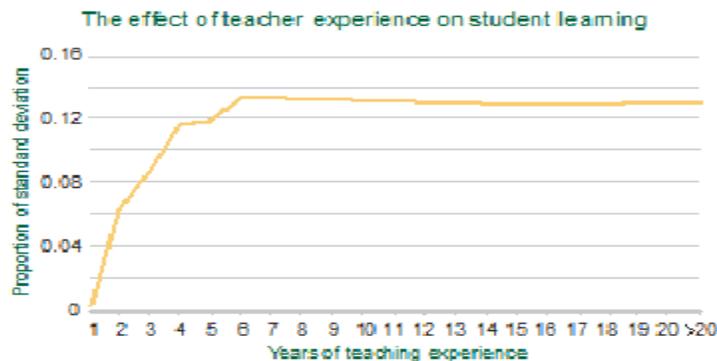
Figure 3. *Teacher Experience; Effect on Student Learning* retrieved from Teacher Quality Roadmap, 2013, p. 45

Figure 4 below shows the relationship between the percentage of teachers with two years or less of teaching experience and student achievement at the school level in Oakland public schools. Schools with lower percentages of teachers in their first two years of teaching have higher student achievement when looking at cumulative growth scores. This chart and other research on teacher effectiveness concur, teachers are least

effective in their first year of teaching (Hanushek, 2005) (Darling-Hammond, Holtzman,

Gatlin, & Heilig, 2005) (OUSD Talent Aquisition Leader Interviews, 2014) (Curtis &

Wurtzel, 2010).
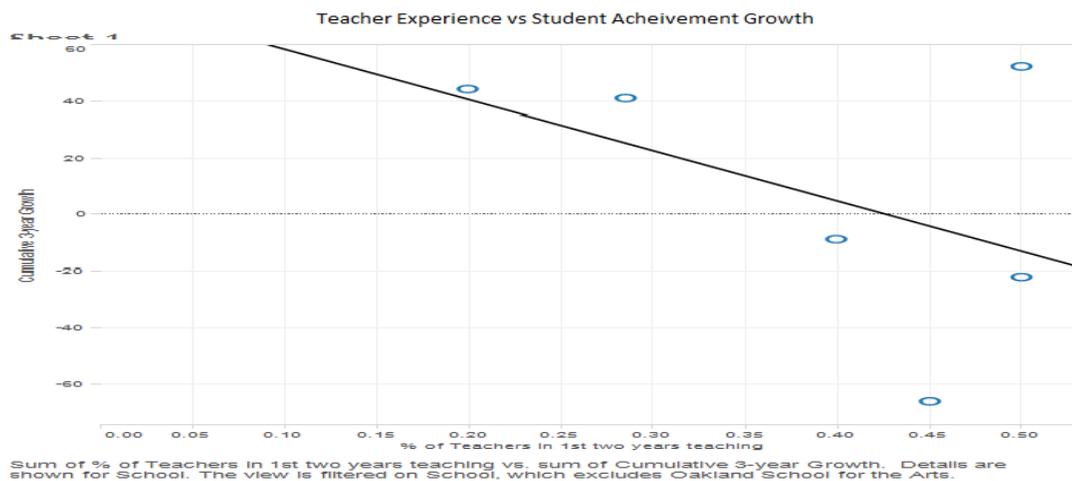
Figure 4. *Teacher Experience vs Student Acheivement Growth* retrieved from a

NewSchools Venture Fund internal document created by Tom Sayer 2014.

Figure 5 below shows the resignations and retirements by salary schedule step for

OUSD teachers in 2012 and it is clear that teachers leave the district at higher numbers in

their first years of teaching. This and the lack of effectiveness shown by teachers in the

first year of teaching means that students have a less stable and less effective teaching

force in Oakland than in areas with higher percentages of experienced teachers. "The

constant churn of teachers in high-poverty, high-minority schools makes it nearly

impossible for these learning communities to create stable environments, hampering organizational effectiveness and student outcomes." (Ronfeldt, Loeb, & Wyckoff, 2013).

Figure 5. Teacher Resignations and Retirements by Salary Step in OUSD retrieved from the Teacher Quality Roadmap, 2013.

A key finding in answering the question, "*what is the specific context of the human capital ecosystem in Oakland and what does the literature tell us are the best practices for addressing those specific conditions?*" is that Oakland is overburdened with beginning teachers in their first years of teaching. These new teachers are less effective in raising student achievement and leave at higher rates than do experienced teachers. These two facts about the specific context of the Oakland human capital ecosystem have shaped the first component of our theory of action and strategy for making Oakland a magnet for talent. **IF** *we increase the number of experienced teachers attracted to teach in Oakland…*

One obstacle in understanding the human capital ecosystem in Oakland is a lack of data on teachers in the system and how effective they are in increasing student achievement. In trying to understand the best way to have a positive impact on this

system it is important to know who the people being hired are, where and how they were trained, how much experience they have working with students similar to the ones they will be working with in Oakland and most importantly, how effective they will be. Unfortunately this data is not readily available in Oakland. A study looking into teacher quality in Oakland conducted by the National Council on Teacher Quality (NCTQ) in 2013 found that "Oakland is the first district NCTQ has studied that was not able to provide data on the undergraduate institution of its teachers." (Teacher Quality Roadmap, 2013). A talent acquisition leader at OUSD reported that "we don't have any data on effectiveness and we don't track preparation programs." (OUSD Talent Aquisition Leader Interviews, 2014). Charter school leaders also reported a lack of tracking systems for data on preparation programs and effectiveness, saying, for example, "We don't track information on where our teachers were trained, our site administrators may know anecdotally and we could figure it out but it would take some time." (CMO Talent Aquisition Leader Interviews, 2014)

There were some exceptions to this found in more established CMO operators such as Aspire, Education for Change and KIPP who each monitor and track effectiveness based on their own evaluation systems. These systems are not shared and therefore it is difficult to make comparisons. Even those CMO's who have data systems capable of matching training programs to effectiveness do not provide much useful information as the sample size is too small to determine a causal relationship between training and effectiveness. I looked to national studies comparing the effectiveness of various specific preparation programs. Unfortunately these studies do not provide information concerning how effective local preparation programs are nor do they provide

information about the effectiveness of graduates in working with Oakland students. Data from the 42 interviews I conducted with talent acquisition leaders from OUSD, local CMO's and stand-alone charter school talent acquisition leaders revealed alignment with national findings that there is more variation in effectiveness between graduates from the same program than there is from program to program (Gordon, Kane, & Staiger, 2006; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; OUSD Talent Aquisition Leader Interviews, 2014).

Another complicating factor is that no two teaching positions require the same preparation nor do any two candidates require the same development opportunities once placed. The teacher that is needed, for example, at Castlemont High School requires a different set of preparation activities than does a teacher for Unity Charter High School and given two specific candidates, they each start with different skill sets and approaches to the job and need different inputs to fill their specific gaps (CMO Talent Aquisition Leader Interviews, 2014). These conditions tell us that there is no one preparation program that will fill all of the needs for Oakland's human capital issues. In addition to the research and the opinions of talent acquisition leaders in Oakland, my own experiences as a teacher and principal tell me that no one program produces human capital without further need for support or development.

"In order for our students to succeed, their teachers must also be supported to succeed. Studies have shown that teacher success can be fostered through high-quality professional development — professional development that is sustained, connected to practice and school initiatives, focused on academic content, and supportive of strong working relationships among teachers." (Wei, Darling-Hammond, & Adamson, 2010).

This research supports what talent acquisition leaders report about preparation programs for their teachers and leaders, which is that even the most effective programs work well only in specific areas and with specific skill development (CMO Talent Aquisition Leader Interviews, 2014).

Linda Darling-Hammond's research on teacher retention is clear: teachers stay in teaching roles when they feel supported by site administration, when they feel effective in working with their students, and when they feel they have a voice in decision making at their site (Darling-Hammond, 2014). Currently, new teacher mentorship and support is hard to come by in Oakland schools and is likely to get worse in coming years as the Beginning Teacher Support and Assessment (BTSA) program will be significantly reduced due to budget issues. Principals report that they already struggle to provide effective and targeted development opportunities for their teachers (Principal Interviews, 2014).

Increasing targeted teacher leadership development opportunities would work to improve the skill of the participating teacher as well as increase the likelihood of that teacher staying on at his or her site. This key takeaway about best practices in human capital development and the specific context of the Oakland human capital ecosystem has helped shape the second component of our theory of action and strategy for making Oakland a magnet for talent. **IF** *we increase teacher leadership development opportunities for Oakland teachers in specific areas* **…**

Increasing opportunities for amplifying teacher voice is another tactic that can increase teacher retention rates. Teachers report that a lack of voice in decision making at their school site is one reason for leaving (Darling-Hammond, 2014). If applied

strategically it can also provide a counter balance to the Oakland Education Association (OEA) leadership rhetoric which is currently promoted as the voice of the teachers (Oakland Education Association, 2015). OUSD and OEA are currently in negotiations on the collective bargaining agreement. District efforts to tie significant pay raises to changes in how teachers are placed in specific schools has been vehemently opposed by the OEA and threaten to delay or even derail negotiations. Amplifying teacher voice on this and other important issues could provide a more balanced narrative regarding what Oakland teachers want and need to serve students well. This key takeaway has helped shape the third component of our theory of action and strategy for making Oakland a magnet for talent. **IF** *we amplify teacher voice and increase the impact on policy decisions of Oakland teachers* **…**

In addition to amplifying teacher voice and increasing opportunities for teacher growth and development, leadership also impacts many levels of the human capital ecosystem and is a critical piece of any effective human capital strategy. Teachers across the country, and in Oakland specifically, report that leadership support is one of the most important factors in the decision to accept a position and in deciding to stay at the end of the year (Darling-Hammond, 2014; Oakland Teacher Interviews, 2014). Unfortunately, school leaders have access to even fewer support and development opportunities than teachers do (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

School leaders can have a significant impact on teacher decisions to stay or leave their schools. Unfortunately many of them do not exert this influence well or with any focus on the highest performing teachers. "Less than 30 percent of the Irreplaceables who plan to leave their school do so for personal reasons beyond their school's control,

and principals hold significant sway over the decisions of the other 70 percent." (TNTP, 2012, p. 15). This quote dispels the myth that teachers leave for reasons beyond the control of the principal and points to a need to help principals become better at the specific things that make great teachers want to stay.

Currently some local principal preparation programs offer limited support for their graduates but these efforts fall well short of what is needed and are not open to all (Oakland School Leader Interviews, 2014). The Principal Leadership Institute at the University of California at Berkeley offers a critical friends discussion group for alumni of the program. Principals and other school leaders meet several times a year to discuss specific issues generated by the program. Participants report gaining immensely from the regular opportunities to meet with colleagues and to discuss timely issues and problems of practice (Oakland School Leader Interviews, 2014).

School leaders also report a need for a more targeted process for collaboration and support in specific areas related to supporting teachers and building effective school culture (Oakland School Leader Interviews, 2014). They report needing a chance to discuss the daily issues that they are facing at their sites. They want to get support specifically on the problems that they are facing in their jobs. In describing best practices in professional development for school superintendents, Lee Tietel advocates a focus on "real district work" for effective executive training programs, stating "This strategy of putting real district work at the center in whatever form, is probably the single most important choice point a program makes." (Tietel, 2005, p. 72). I argue that school principals need the same: opportunities to get support and development around the actual work they are doing at their sites.

Several Oakland CMO's reported that they develop leaders internally so as to have people who understand their school model and context (Oakland School Leader Interviews, 2014). They point to a need for effective programs that imbed leadership training at the site and in the current work. They also report that no one program can meet all of their needs because the internal candidates are so different and have different needs. Some need administrative leadership support to understand budgets, handle compliance issues and other back office work while others need help in developing skills in leading people (CMO Talent Aquisition Leader Interviews, 2014).

Working conditions at the school site, instructional support for teachers, recognition of effective teachers and providing opportunities for teacher leadership are all important factors in teachers' decisions to stay or leave an assignment and are all directly impacted by the school leader (TNTP, 2012). If our intent is to attract, develop and sustain great teachers, then building the skill of the school leaders in specific areas with the most impact on teachers is important work. This key takeaway about best practices in human capital development and the specific context of the Oakland human capital ecosystem has helped shape the third component of our theory of action and strategy for making Oakland a magnet for talent: **IF** *we increase leadership support and development opportunities for school leaders* **THEN** Oakland will be a magnet for talent.

This RKA provides a research basis for the theory of action and strategy I developed, in conjunction with the Oakland Fund, to make Oakland a magnet for talent. It began with my own theory of action for how best to approach this leadership project given the projects aspirations. This required developing a set of questions that once answered would provide the knowledge needed to understand the factors involved in this

project. This knowledge then allowed for the development of the following theory of action which will shape the strategy used to achieve the Oakland Fund's human capital goal of making Oakland a magnet for talent.

IF *we increase the number of experienced teachers attracted to teach in Oakland* **AND…**

IF *we increase teacher leadership development opportunities for Oakland teachers in specific areas* **AND…**

IF *we amplify teacher voice and increase the impact on policy decisions of Oakland teachers* **AND…**

IF *we increase leadership support and development opportunities for school leaders*

THEN

Oakland will be a magnet for talent.

Strategic Project

Description

The Strategic project that I have engaged in while a resident at New Schools Venture Fund has been to develop a clear theory of action and strategy for making Oakland a magnet for talent in the education sector that is accepted and used by the Oakland Fund Team to guide human capital investments. The process for developing the theory of action and strategy has been steeped in the current literature on strategy development processes, human capital development as well as an informed understanding of the specific human capital ecosystem in Oakland. This section of the capstone will describe what the project intended to accomplish, the design of the process by which I hoped to accomplish this and the story of how the project unfolded. This is meant to provide information that will help the reader to make sense of the presentation of evidence and the analysis to follow.

Intent of the project

The intent of the project is very clear. The Oakland fund has a three pronged strategy with the goal that "Oakland will become a national proof point for a choice-based public education system developed with community support." (Oakland Fund Prospectus, 2014). The three prongs of the strategy are:

- to **unleash the power of families** through community engagement and mobilization of key community organizations

- to **create 10,000 new high quality seats** through replication of highly effective school models and supporting promising fresh start schools

- to **make Oakland a magnet for talent** by investing in attracting, developing and sustaining the most talented and committed educators

My project was to develop the theory of action and strategy for the third prong which would be accepted by essential stakeholders and utilized to make Oakland. The primary indicator of success for this project is the acceptance and use of the strategy by the Oakland Fund team in making investments in human capital in Oakland. Evidence of this acceptance will be the inclusion of the strategy in future drafts of the Oakland Fund Prospectus and use of the strategy in the Oakland Fund dashboard which is an internal tool used to track multiple projects, initiatives and work streams. The theory of action and strategy that I developed will guide investment decisions and provide direction for selecting pipeline opportunities for the Oakland Fund's human capital investments.

Process Design

The process began in July of 2014 with several conversations amongst the Oakland Fund team as to the components and scope of the project. We discussed questions regarding the data that would best inform our process and the sources of data available to the team through public as well as network sources. These initial discussions provided some guidance and leads in determining the best way to proceed and timelines for specific components. At this point in the process we were envisioning a small scope onboarding project for me as a new resident to NewSchools and The Oakland Fund Team (See Appendix B). This soon changed as we realized the scope of the analysis required

to make informed and strategic decisions about investments in human capital was much larger and involved than originally imagined.

As data gathering proceeded it became clear that the project would need to grow in scope. I created a work plan and high level timeline to reflect the expanded scope of the project (See Appendix C).

I then began to research strategy development processes in the literature and through interviews within my own network of education leaders. This process entailed Web searches (Hollis, 3 in 1 and Google Scholar), a review of course syllabi & class notes from the first two years of the Harvard Ed.L.D. program, and interviews with strategy development specialists. After becoming grounded in the literature on strategy development processes, I settled on a structure for a four step process of strategy development depicted in the figure below.

I scheduled a series of meetings with the Oakland Fund Team spaced apart at appropriate intervals to allow for data collection and analysis between team work sessions. The meetings were planned to address different aspects of the strategy development process.

| Clarify Mission & Vision | Set High Bar Goals | Analyze Oakland Context | Develop Strategy for Human Capital Investments |

At the first of these meetings it became clear to me that my approach to the strategy development process, which was based in part on my experience as a principal, was not a good fit for this particular context and task. At the time the Oakland Fund team consisted of Gloria Lee (CEO/President of NSVF), Anne Soto (Associate Partner), Tom

Sayer (Stanford Intern), and myself (Harvard Ed.L.D. Resident). Gloria, Anne and Tom all have extensive training and experience from the business world in strategy development and are accustomed to working in a small, nimble team setting. My experience as a teacher and principal working with large groups without business or strategy development experience had prepared me to go about things in a very different manner than was appropriate with this group.

For example, I designed the process with the idea that we would need to spend significant time establishing buy-in from the team on the process. As a principal trying to get a team of teachers and other school staff, with very diverse skills and motivations, to implement a new strategy, I spent significant time building a shared understanding of the mission and vision for the organization. My entire team not only had to know what the mission and vision were but they also needed to feel like they owned it because they created it themselves. This context was very different and did not require the same amount of time or energy to be spent on owning the mission and vision for the organization.

While the team went through the first steps of the original process as designed, it was clear from participant body language and other nonverbal cues that the content of the meeting was not the right content. Because of the mismatch between the process design and the specific team context, this first meeting was not as productive and efficient as planned. I left the meeting concerned that instead of bringing the team together around a shared mission and vision for the project this meeting had reduced enthusiasm, wasted time and reduced my credibility with the team. I committed to adjust and learn from this meeting but at this point I did not recognize what the real problem was.

Throughout the fall I conducted interviews with talent acquisition leaders from OUSD, local and national CMO's, and local stand-alone charter schools to gauge the demand for talent in the Oakland education ecosystem. The interviews focused on questions about the need for teachers and teacher leaders and how they currently filled that need. There were additional questions related to the drivers of demand because I believed understanding *why* they needed new talent was as important as *if* they needed new talent. The interviews also included open-ended questions allowing the interviewee an opportunity to provide information I had not anticipated. These turned out to be the most valuable questions as the insights provided me with new ways of thinking about the Oakland context of which I had not previously been aware.

While the interviews were an important source of information, it soon became clear that there was much data I wanted to collect that they did not track. For instance, when designing the work plan I had imagined collecting data on all Oakland teachers so as to know where each teacher was trained, how much experience they had teaching and how effective they were in teaching Oakland students. I believed that with this information I could identify the teacher training programs that were most effective and could build a strategy around investing in those programs. None of this information is tracked in any systematic way that would allow for efficient data collection. While individual leaders might have anecdotal information about the teachers hired this year, because the hiring process was fresh in their mind, none of them systematically tracked this information nor did they match this with any measures of teacher effectiveness.

At this stage I also conducted interviews with leaders of local supply side organizations. The intent here was to understand how we could partner with them to

provide a better pool of talent for Oakland. I also wanted to understand all of the options available for training education talent in Oakland. There were questions aimed at understanding what barriers were preventing the supply side organizations with increasing output or effectiveness in the talent they prepared.

While these interviews yielded important information they also fell short of expectations. I had imagined collecting data on the number of educators trained by each program every year and information regarding their current placements. This data was not available from most of the organizations interviewed. Some programs, like the Principal leadership Institute at UCB and the New Leaders program, track alumni placements and effectiveness in those placements but it is a very incomplete data set.

Redesign

Between the first and second scheduled meetings I gathered feedback from each member of the team and discussed ways to improve the process. From these conversations I gained a clearer view of the expectations held by the team in terms of my leadership role and an efficient and effective group processes. This team was well versed in strategy development processes and did not need any instruction in this area. The process needed less time in establishing a common vision and more time in presenting pertinent data along with a clear analysis. The team would then spend the time thinking about how the analysis translates into investment opportunities. I began to understand the value of the team was in vetting well thought out ideas and then expanding them with the team's input.

I redesigned the second meeting to incorporate the feedback from the team to take advantage of their skills and knowledge in a more efficient manner. In the redesigned second meeting, Tom and I presented data and our analysis along with our recommendation for a strategy based on that analysis. While this meeting was an improvement over the first meeting, the body language of the team and my sense of their level of engagement told me I had still not hit the mark. I left feeling like I had still not made the best use of the time with the team. The format of the meeting was more focused and included specific asks but feedback from the team indicated that it was too contrived and structured.

After this meeting I again sought feedback from the team members and used it to again redesign the strategy development process. This time, based on their feedback, I thought of the meeting more as a conversation and intentionally did not plan to use any protocols or structured conversations. Instead I provided an overview of my thinking to date and a problem I was stuck on and asked for the team's thoughts. This format was much more productive for the group and we accomplished much more through this more conversational meeting than we had in the prior two meetings combined. I left this meeting feeling like I had gained from the team's perspective and that the work had moved forward significantly. The strategy design process was again redesigned and became what is described below.

At this point in the process I felt I had a good understanding of the demand for talent in the Oakland education ecosystem and I understood the pain points and bright spots in meeting that demand. I also had a clear understanding of the current supply side opportunities and some data on the relative effectiveness of the existing opportunities.

I had begun to articulate a theory of action based on my understanding of the human capital ecosystem in Oakland and best practices from across the country. Based on that theory of action I began to develop our strategy. Having learned from prior meetings with too much artificial structure, I used the remaining scheduled meeting to continue to dig into each of the four strategies I had developed. The conversation was again very productive and provided insight and guidance on next steps for identifying tactics to promote the strategy. The team was able to provide suggestions and ask questions that helped to refine the strategy. Gloria and I also added several one on one meetings to continue the conversation and to provide the opportunity for Gloria to add input and feedback on each component as it was being developed further. This structure was very effective and the work was moved forward at a more efficient pace.

During the one on one meetings with Gloria I was able to gain a more clear understanding of the organizational context within which this work was being conducted. This provided a much better understanding of the constraints and perspective from which to design the strategy. An example can be found in the organizational belief that directly supporting district initiatives is not an effective practice nor a part of the investment strategy at the Oakland Fund. One context factor that comes up in the deep dive into the specific context of the Oakland education ecosystem is that OUSD offers significantly lower salaries as compared to other local districts. One potential strategy could be to

support OUSD in providing hiring bonuses or increases in teacher compensation. This potential strategy is off the table for Oakland Fund investments because of the institutional culture and perspective. This, and other factors related to the organizational perspective at NewSchools Venture Fund, were taken in account when developing the strategy for human capital development in Oakland.

By January I had developed a clear theory of action and strategy for making Oakland a magnet for talent. I was engaged in identifying tactics for effectively implementing the strategy and developing financial models for each tactic. This left work to be done in creating implementation time lines, scheduling diligence activities, and completing financial models to account for all resources required for implementation. The details of each partnership, the work of diligence on each investment, and the actual implementation of the strategy is the work yet to be completed.

Results

I begin this section with a brief description of the ways in which I accomplished the "if" propositions of my Theory of Action. These accomplishments include: a working definition of strategy; the strategy development process; and my application of best practices from the literature and interviews with local stakeholders involved in human capital development in Oakland. I will then detail my final product, a theory of action and strategy for the Oakland Fund, and how it has been accepted and will be utilized by the Oakland Fund team to make Oakland a magnet for talent.

If I engage in a strategy development process which is based on a nuanced and expansive definition of strategy

First, I developed an operational definition for strategy, far more expansive and inclusive than normally utilized: **Strategy** is a plan that considers resources, contexts, and perspectives in describing the path to realize future goals and objectives.

This definition is the basis for the strategy development process that I created for the strategic project. It was created to include the components of the classic definition of strategy as an aspirational plan as well as more nuanced definitions which include considerations of context, perspective and available resources. This working definition helped me to design a strategy development process that attended to these more expansive conceptions of strategy and therefore resulted in a strategy that is more likely to succeed than one based on a more classic and narrow definition.

Based on my operational definition of strategy, the process needed to include opportunities to examine the resources, contexts and perspectives of the Oakland fund team in evaluating each component of the proposed theory of action and strategy. This was accomplished through the 5th stage of the process (see figure below) in evaluating the proposed strategy through the framework of Moore's strategic triangle. During this stage each component of the strategy was examined based on the public value it sought, the organizational capacity needed to carry it off and the authorizing environment within which it would be implemented. A part of this process was in vetting the strategy with local and national education leaders and using their responses to help understand various elements of Moore's strategic triangle.

Strategy Development Process

This strategy development process above is based on the working definition I developed in conjunction with feedback from the Oakland fund team. It has been successful in adding new clarity and significant improvement to our strategy development process, following several unproductive meetings.

If the process is informed by the literature on best practices in human capital development…

Best practices, as identified in the literature and described below, helped shape the theory of action upon which the strategy was based. Each practice pointed to possible investment areas, which were then evaluated using Moore's strategic triangle. Taken as a whole, and used to develop a strategy that attracts, develops and sustains great teachers, they can create a virtuous cycle that serves to increase teacher effectiveness and sustain them for longer service, further improving the effectiveness of the teacher ranks over the long term.

- o Human capital is a system of interdependent components; it is not enough to address one component without attending to the others.
- o Teacher experience matters as new teachers are less effective with students in their first years of teaching and are more likely to leave at the end of the year.
- o Teacher training programs are not a proxy for effectiveness as there is more variation within a given teacher training program as between two different

programs.

- o Experienced teachers who have development and leadership opportunities are more effective and more likely to stay in their jobs.

- o Leadership matters. School site administrators can influence teacher retention and can create conditions in schools under which teachers can thrive.

Human capital development is a dynamic process, each component of which is impacted by the others and is responsive to the three forces described by Moore's strategic triangle. The key takeaways above provide the content of the strategy I developed based on best practices across the country and this analysis helps to refine the strategy to what is feasible and actionable given the specific context in which the system lives.

IF the process yields a clear understanding of the specific context of the Oakland human capital ecosystem informed by local education leaders and the Oakland Fund Team…

The literature specific to the Oakland education ecosystem and the interviews with the Oakland Fund team and other local education leaders, were critical to understanding the specific context of the Oakland human capital system. Both sources provided insights into contextual conditions that must be considered in order to craft a strategy likely to be effective.

This assertion relies on the correct selection of interviewees who have relevant information on the specific context of the Oakland education ecosystem. For this reason it was important to include people with a wide variety of perspectives among the interviewees. The list of interviewees included OUSD district talent acquisition leaders,

local CMO leadership, stand-alone charter school leaders, and the Oakland Fund team as well as partner organizations and thought partners involved in human capital development (See Appendix D). The following key takeaways from the interviews and literature review shaped my understanding of the specific context of the Oakland education ecosystem.

- o The Oakland teacher force has a higher percentage of brand new to teaching teachers than other higher performing districts.

- o For the 2014/2015 school year over 500 new teacher hires were needed for Oakland students, in OUSD 50% of them were brand new to teaching and nearly 25% were hired as interns who have not yet completed the teacher credentialing program.

- o OUSD was unable to fill all open teaching positions and still had openings in November.

- o Teacher pay is significantly lower in Oakland than in surrounding areas.

- o The five year quit rate in OUSD is 75% which is 20% higher than the national average

- o New Leaders trained principals are seen as highly effective in Oakland schools

- o Ongoing support and development opportunities for principals are lacking in Oakland, principals who have access to the few support and development opportunities available rate them as valuable in improving leadership practicies.

These key takeaways paint a picture of a human capital system which could be described as a leaky bucket. Human capital is leaving the system at a rate that cannot be

matched with recruitment efforts alone. Efforts towards attracting talent to Oakland must be combined with efforts to stem the rate at which talent leaves or the bucket never fills. These key takeaways point to a strategy that addresses the issue on several fronts and which as a whole seeks to attract, engage and sustain talent in Oakland.

The process will yield a theory of action and documented strategy accepted by the Oakland Fund team and utilized to make Oakland a magnet for talent.

My residency capstone project was to develop a theory of action and strategy for making Oakland a magnet for talent which would be accepted and utilized by the Oakland Fund team in making investment decisions. Below are the concrete results of that work.

Theory of Action:

If we attract experienced teachers to Oakland, AND

If we engage them in opportunities for teacher leader development, AND

If we amplify their voice in policy decision making, AND

If we support and develop site leaders' capacity to create conditions that sustain them,

Then we will make Oakland a magnet for talent.

Strategy:

1. Invest in organizations and initiatives that attract experienced teachers to teach in Oakland who are more effective with students and more likely to stay

2. Invest in organizations and initiatives that increase high quality teacher leader development opportunities in specific targeted areas to improve teacher skills and

increase longevity

3. Invest in organizations and initiatives that serve to amplify teacher voice so that they feel heard and are more content in their jobs

4. Invest in organizations and initiatives that increase leadership support and development opportunities for Oakland principals and leadership teams focused on building skill in creating conditions under which teachers thrive so as to improve the quality of education in their schools and to increase teachers desire to stay

This strategy will create a virtuous cycle of *attracting* experienced teachers to enter schools with effective leadership, who become *engaged* in improving their craft and developing their own leadership skills, and are being *sustained* for the long term with leadership opportunities from which they can support the next round of the cycle. Our strategy for investments in ventures and projects that will result in making Oakland a magnet for talent will:

- Attract experienced teachers, especially teachers with a desire to become teacher leaders and coaches, who are more likely to make a long-term commitment to Oakland;

- Develop teacher leaders along multiple pathways, including instructional coaching, administration, labor, family and parent engagement, equity, and technology;

- Amplify aligned grass-roots teacher voices to offset the outsize political influence of the Oakland Education Association;

- Support and build the capacity of school site leaders to create conditions under which teachers and their students thrive.

Evidence of acceptance of this strategy by the Oakland Fund team is found in its inclusion on the Oakland Fund Dashboard. The dashboard is an internal tool used to track multiple projects, initiatives and work streams during weekly Oakland Fund team meetings and essentially drives the day to day work of the Oakland fund. The strategy will also be included in future drafts of the Oakland Fund Prospectus which is used in external communication of the Oakland fund's goals, objectives and the strategies for attaining them. Inclusion of the strategy in these documents is clear evidence of acceptance by the Oakland Fund team.

This strategy is based on the need for a dynamic response to a complex and ever changing system. In the analysis section I describe the desired outcomes for each component of the strategy with the explicit intent that these targets will shift as progress is made. Success in strategy component #1, focused on increasing the percentage of the Oakland teaching force with teaching experience, will require shifting resources away from this component and towards additional resources focused on providing additional leadership and development opportunities for the experienced teachers. Once the experienced teachers are recruited to teach in Oakland, our strategy seeks to engage them in ongoing leadership and development opportunities to keep them in Oakland. Each component is designed to promote some component of a virtuous cycle which builds the system as a whole and therefore must adjust based on the needs of the new system dynamics. As each desired outcome is met the needs of the system must be reevaluated and the components rebalanced based on the new needs of the system as a whole. This is

a dynamic and iterative process that requires continuous attention and adjustments along the way.

In the analysis section I provide leading indicators to watch for in each component of the strategy and establish goals for each component for the first year of implementation. This provides some direction for how to adjust the strategy based on specific indicators but leaves the nuanced shifts to be based on actual conditions that arise from success, or failure, in a particular component of the strategy.

Strategic Triangle Analysis of the Oakland Fund Human Capital Strategy

Mark Moore's strategic triangle provides a framework for analyzing the public value, the capacity of the organization to actually carry off the work and for assessing the legitimacy and support available within a specific context and for a given strategy. Here I analyze each of the four components of the Oakland fund human capital strategy in terms of these three forces and based on what I have learned about the specific context of the Oakland education ecosystem. This analysis served as a measure of the strategy and its likelihood for success in achieving the intended outcome of making Oakland a magnet for talent.

In doing this analysis it becomes clear that the local education ecosystem in Oakland must inform the strategy as the specific context has a significant impact on the likelihood for success of each component of the strategy. A particular issue may exist in different school districts, but the solution must take into account the specific context in which you wish to implement the strategy in order to be effective. For example, all human capital systems need to attract new talent into the system, but in Oakland the specific context and conditions on the ground point to a need for an increase in the percentage of this new talent to come with teaching experience. For this reason the first component of the Oakland human capital strategy seeks to increase the percentage of new talent coming into Oakland with experience.

This need to take into account local context also extends to the how of achieving each component of the strategy and will drive the tactics used for each component. This analysis section seeks to further describe the local context and how it comes to bare on each component of the strategy through the strategic triangle and the examination of the

public value proposed, the operational capacity available and the specific sources of legitimacy and support to be found within the local context of the Oakland education ecosystem.

This analysis also provided direction in the selection of the components of the strategy that will ultimately be used in the Oakland Fund's efforts to make Oakland a magnet for talent. Other proposed strategy components that I analyzed through this framework were not selected for inclusion in the Oakland Fund strategy because they either lacked adequate legitimacy and support, failed to provide a recognized public value or the organization and our partners lacked the operational capacity for carrying off the work.

1. **Strategy:** *Invest in organizations and initiatives that attract experienced teachers to teach in Oakland who are more effective with students and more likely to stay*		
Desired Outcomes: Decrease the percentage of Oakland teacher new hires in their first year of teaching from 50% down to less than 10% by fall of 2017.		
Public Value	**Operational Capacity**	**Legitimacy & Support**
- More experienced teachers will increase number of quality seats for Oakland students - Increased teacher longevity working in Oakland - Increased stability at Oakland district and charter schools - Improve community perceptions of teachers and the Oakland teaching force	- The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives and can contract with Ed Pioneers to provide a recruiter to recruit experienced teachers - TFA's alumni engagement effort is currently supported by Oakland Fund investment - Historical partnership with Ed Pioneers - Current agreement with Rally could expand to include work on recruitment - Small, nimble Oakland Fund team regularly manages projects like this with success.	- Aligns with new Oakland Mayor Libby Schaaf's Plan for quality education in Oakland - Meets OUSD need and supports their strategic top priority "Effective Talent Programs" - Is aligned with TFA's alumni engagement efforts - Meets CMO's and Stand-Alone Charter operators stated need for experienced teachers - Is supported by the literature on teacher effectiveness - Is supported by the literature on teacher retention - Builds The Oakland Fund brand as an organization that stands as champions of teachers

Desired Outcomes: The desired outcome for this component of the strategy is to establish a teaching force that is less than 10% teachers in the first year of teaching. This target was established based on the makeup of the teaching force in high performing districts with similar student demographics such as Long Beach Unified. For the 2014/2015 school year 50% of the 500+ new hires in Oakland are in the first year of teaching. If our tactics were to result in 300 new hires with 3+ years of teaching experience it would be a success and would result in the need to adjust down the experienced teacher recruitment goal for the following year. It will also result in the need to adjust up the number of teacher leadership and development opportunities provided for this more experienced teacher force through our second component of the strategy.

Public Value in *investing in organizations and initiatives that attract experienced teachers to teach in Oakland who are more effective with students and more likely to stay*

At the heart of this effort is the desire to provide some public value in developing an effective and robust human capital strategy. In order to determine the public value of attracting experienced teachers to teach in Oakland, I look to the potential impact of increasing the number of experienced teachers teaching in Oakland on the number of high quality seats available for Oakland students, the increase in longevity of experienced teachers, the improved stability of the schools they will teach in and the perceptions of the community experiencing the results of their work with children.

Potential Impact

- **More experienced teachers will increase the number of quality seats and increase teacher longevity working in Oakland:** The ultimate goal of the Oakland Fund is to bring about a renaissance for Oakland public schools by increasing the number of quality seats available for Oakland students. This component of the strategy will directly contribute to this goal. Each experienced teacher that is recruited to Oakland will increase the number of *quality* seats significantly during the first year of teaching in Oakland and will have a catalytic impact on the experience level of the Oakland teaching force because, due to the other components of the strategy, they

will also remain as teachers in Oakland for a longer period of time. This combined impact of being more effective in the classroom and staying longer provides a significant public value for Oakland students.

- **Increased stability at Oakland district and charter schools:** Having better teachers for longer periods of time will increase stability and effectiveness in Oakland schools. This increased stability will also contribute to the attractiveness of teaching in Oakland for other experienced teachers considering working here. The public value of this component of the strategy is found in the virtuous cycle that it, in conjunction with the other components creates: a more experienced teacher workforce will lead to better results for students, increased stability and function at Oakland schools, thus making the job of being a teacher in Oakland more attractive to more experienced and effective teachers.

- **Improve community perceptions of teachers and the Oakland teaching force:** As the impact of the virtuous cycle described above becomes visible in the form of increased quality seats for Oakland students, the community perceptions of teachers will improve. As the perception of teachers improves, increased community support and engagement will follow, further supporting the virtuous cycle and increasing the catalytic impact it has on the Oakland education ecosystem.

Operational Capacity for *investing in organizations and initiatives that attract experienced teachers to teach in Oakland who are more effective with students and more likely to stay*

In order to analyze the operational capacity of the Oakland fund for attracting experienced teachers to teach in Oakland it is important to consider the available

resources, as well as the technical competencies present and possible for the organization and its partners.

Available Resources

- **The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives:** The Oakland fund has the operational capacity to allocate funds for the human capitol strategy sufficient to carry out all of the strategy components in full. A small investment of $250k is sufficient to support this component of the strategy through investments in TFA Oakland's Alumni Engagement initiative and through a contract with Ed Pioneers to provide an experienced recruiter to lead the recruitment effort during the first year.

Technical Competencies

- **TFA's alumni engagement effort is currently supported by an Oakland Fund investment:** The Oakland fund is already engaged with TFA Oakland towards accomplishing this component of the strategy. No further operational capacity is needed from the Oakland fund for this initiative within this component of the strategy. TFA Oakland is a teacher recruitment and development organization with people and networks established for just this purpose. They have already made progress towards meeting their Alumni Engagement goals in terms of recruiting TFA alumni to teach in Oakland (Oakland, 2015). Their operational capacity is uniquely well suited to this initiative and they have proven to be effective in meeting recruitment goals in Oakland.

- **Historical partnership with Ed Pioneers;** Ed Pioneers is an organization set up to address specific human capital needs such as finding an experienced recruiter capable

of taking on this initiative. The resources needed for this engagement is available through current allocations. NewSchools Venture Fund has engaged Ed Pioneers for prior initiatives and as a source for specific human capital needs in the past. They are a familiar and trusted partner with key competencies valuable to this component of the strategy.

- **Current agreement with Rally could expand to include work on recruitment:** The Oakland Fund has engaged Rally, an issues advocacy firm, to assist in building legitimacy and support for Oakland fund issues of interest. It is explicit in the agreement that human capital initiatives are one of the focus issues for their attention. They have provided feedback and advice on issues related to making Oakland a magnet for talent already and have agreed to contribute to this effort further. It will require no additional operational capacity to achieve this component of the strategy through their help. Rally's unique capabilities in terms of influencing perceptions around education issues makes them an outstanding partner in attracting experienced teachers to Oakland.

- **Small, nimble Oakland Fund team regularly manages projects like this with success:** The three person Oakland Fund team regularly engages outside organizations to provide services such as this and are well positioned to do so for this initiative. The team has well developed project management competencies and experience in managing contract work such as this.

Legitimacy & Support for investing in organizations and initiatives that attract experienced teachers to teach in Oakland who are more effective with students and more likely to stay:

In analyzing the authorizing environment to determine sources of and degrees of legitimacy and support available for a given strategy one must look to the political environment, conventional wisdom as well as the specific "claims pressed by interest groups" (Moore, 1995, p. 73). In this case the political realm is examined through the OUSD strategic plan, the newly elected Oakland Mayor's education plan, and Teach for America Oakland's alumni engagement plan. The charter leaders stated need for experienced teachers and the literature on teacher retention and effectiveness represents conventional wisdom and the claims pressed by interest groups is addressed through the discussion of the Oakland Fund brand and how the organization is perceived in the community.

The Political Realm

- **Aligns with new Oakland Mayor Libby Schaaf's Plan for quality education in Oakland:** Newly elected Mayor of Oakland Libby Schaff is a source of legitimacy and support for this component of the strategy. She has issued position statements describing her plan for improving Oakland public schools and in them articulates her support for recruiting and retaining the best educators for Oakland schools. "I will support our schools with powerful tools to recruit and retain the best educators for our children." (Schaaf, 2014)

- **Meets OUSD need and supports their strategic top priority "Effective Talent Programs":** In preparation for the 2014/2015 school year 450 teachers were needed to fill open positions in OUSD schools in Oakland (OUSD Talent Aquisition Leader Interviews, 2014). The top priority identified in the OUSD Pathway to Excellence

plan is Effective Talent Programs (Oakland Unified School District, 2014). "Our work starts with our people. We need to make OUSD the premier employer for educators in the Bay Area. This means we must recruit the best talent, create a system that cultivates their growth, and develop a culture that facilitates high retention of effective employees." (Oakland Unified School District, 2014, p. 6) Being aligned with the district top priority is a source of legitimacy and support for this first component of the Oakland Fund human capital strategy.

- **Is aligned with TFA's alumni engagement efforts:** TFA Oakland has identified recruiting TFA Alumni to come to Oakland to teach as a key component of their Alumni Engagement Strategy because TFA Alumni are experienced teachers and are highly sought after by OUSD, CMO, and stand-alone charter operators. TFA Oakland is able to charge a premium for recruiting alumni to work in Oakland providing further legitimacy to this component of the strategy.

Conventional Wisdom

- **Meets CMO's and Stand-Alone Charter operators stated need for experienced teachers:** CMO and stand-alone charter schools in Oakland struggle to find experienced teachers to teach in Oakland (CMO Talent Aquisition Leader Interviews, 2014). They work to fill their teacher openings with experienced teachers and often settle for new to the profession teachers including TFA corps members. This component of the Oakland Fund human capital strategy gains legitimacy and support from local CMO's and stand-alone charter school leaders by meeting this need. Those teachers placed through this initiative will also be a source of legitimacy and support

as they establish themselves as effective and committed teachers and become a part of the Oakland education ecosystem.

- **Is supported by the literature on teacher effectiveness:** Research on teacher effectiveness provides legitimacy and support for this component of the strategy. Schools with lower percentages of teachers in their first two years of teaching have higher student achievement when looking at cumulative growth scores. Research on teacher effectiveness is clear, teachers are least effective in their first year of teaching (Hanushek, 2005; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; OUSD Talent Aquisition Leader Interviews, 2014; Curtis & Wurtzel, 2010).

Claims Pressed by Interest Groups

- **Builds the Oakland Fund's brand as a champion of teachers:** The political context of the Oakland education ecosystem is highly localized and supportive of home grown initiatives and people. Families have strong ties to the local neighborhood school and the classroom teachers working in them regardless of how that school has historically performed on commonly held measures of success. NewSchools Venture Fund has a national reputation for supporting charter schools and this reputation does not lend itself to local support in the Oakland education ecosystem where charter schools are associated with "corporate profiteers" despite the fact that all Oakland charters are not for profit organizations (Charter Facts Infographic, 2015). On a newsletter and blog site created by a group of Oakland teachers they listed the words to chants that would be used at a rally to protest actions

taken by the OUSD leadership to release a request for proposals to redesign five failing schools.

"**When I say charters, you say no more!** Call: Charters – Response: No More!

Its bullshit! Get off it! Oakland schools are not for Profit!" (Struggle, 2015).

This type of anti-charter sentiment is common among Oakland teacher groups and some community organizations. Making investments focused on attracting experienced teachers to teach in Oakland regardless of the type of school they teach in can serve to build a brand that is seen less as a supporter of charters and more of a champion of teachers which will build legitimacy and support among local constituents, teachers and decision makers.

2. **Strategy:** *Invest in organizations and initiatives that increase high quality teacher leader development opportunities in specific targeted areas to improve teacher skills and increase longevity*		
Desired Outcomes: Provide 60+ additional opportunities for Oakland teachers to participate in teacher leadership and development opportunities, during each of the next three school years, in the following areas; Administration, Instructional Coaching, Labor and Policy development, Parent Engagement, Equity and Technology.		
Public Value	**Operational Capacity**	**Legitimacy & Support**
• Improves teacher effectiveness • Increase teacher longevity • Builds leadership pipeline with leaders trained in the specific context of the Oakland education system	• The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives • Wide range of currently operating organizations available to provide leadership and development opportunities • Small, nimble Oakland Fund team regularly manages projects like this with success.	• Meets expressed demand from OUSD, CMO's and stand-alone charter operators • Teachers and Principals support increased opportunities for leadership development • Nationally recognized human capital development initiatives call for robust teacher leadership development opportunities • Builds the Oakland Fund's image as champions of teachers

Desired Outcomes: The desired outcome of providing 60+ additional opportunities for Oakland teachers to participate in teacher leadership and development opportunities is based on the analysis below regarding capacity. Given our resources in the Oakland Fund

and the capacity of the potential partners to carry out this work and the capacity of the system to engage teachers in leadership and development work this is a manageable yet ambitious first year goal. Additionally, as these opportunities are provided, the team will need to regularly assess the effectiveness and demand for each area of development and adjust what is offered and by whom. Data for use in making these decisions will come from the specific milestones developed during the diligence process for each investment. Resources are distributed based on meeting milestones and future investments will also be determined in part by the ability to reach milestones on the individual investment level. The team will need to continually engage with education leaders and partners to assess the areas of development being.

The areas of development being offered were developed based on the areas of need described by education leaders and teachers in Oakland through one on one interviews. National best practices also informed the selection of these specific areas for development. What is offered by local providers is based on market demand and we further filtered the list based on the research on what works in building teacher leader capacity.

Public Value **of** *creating a robust array of leadership and development opportunities for teachers and teacher leaders*

Again, the heart of this effort is the desire to provide some public value in developing an effective and robust human capital strategy. In order to determine the public value of creating a robust array of leadership and development opportunities I look to the potential impact these opportunities may have in Oakland, on the effectiveness of the teaching force, the increase in longevity of teachers engaged in development and leadership opportunities, and the development of a pipeline of future leaders trained within the specific context of the Oakland education ecosystem.

Potential Impact

- **Improve teacher effectiveness:** Teachers who are engaged in structured, high quality professional development programs are continually improving their effectiveness with students (Wei, Darling-Hammond, & Adamson, 2010). Programs like the New Leaders Emerging Leaders Program have had success in building teacher skill and effectiveness with students (RAND Education, 2014). Each of the partner

organizations providing development and leadership training opportunities will be selected based in part on the effectiveness of the program offerings and all will be of high quality.

- **Increase teacher longevity:** Teachers engaged in robust opportunities for development and leadership training report greater satisfaction with their jobs and stay longer than teachers without these opportunities (Darling-Hammond, 2014).

- **Builds leadership pipeline with leaders trained in the specific context of the Oakland education system:** Teachers who are attracted to teach in Oakland because of a robust array of leadership and development opportunities are not only more effective in their teaching roles, they are more likely to stay in the job and they create a pipeline of potential leaders. These potential leaders are also well trained in the conditions in which they will lead because the context specific demands under which they taught are the same as those in which they will lead. These teachers are able to leverage their experience as teachers in these conditions into skills as leaders in the same schools.

<u>Operational Capacity</u> for investing in organizations and initiatives that increase high quality teacher leader development opportunities in specific targeted areas to improve teacher skills and increase longevity*:*

In order to analyze the operational capacity of the Oakland fund for creating an array of leadership and development opportunities for Oakland teachers and teacher leaders it is important to consider the available resources, as well as the technical competencies present and possible for the organization and its partners. Here I examine the financial resources allocated for this goal as well as the technical competencies available on the Oakland Fund team and among our partners.

Available Resources

- **The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives:** The Oakland fund has the operational capacity to allocate funds for the human capitol strategy sufficient to carry out all of the strategy components in full. An investment of $158k will be sufficient to fund all of the tactics for this strategy component in full.
  - $65k for five teachers to participate in the Aspiring Leader program
  - $65k for five teachers to participate in the Emerging Leaders program.
  - $12k for a cohort of 15 teachers to participate in the Center for School Transformation- Teacher Coach Training
  - $8.5k will support 3 teachers to participate in the Reach Institute- Coaching Certificate Program
  - $7.2k will support 6 teachers to participate in the National Equity Project Instructional Coaching for Equity program
  - Coursera offers free Online Learning courses in K-12 Blended Learning

  With this small allocation of funds 60+ teachers will be engaged in leadership and development opportunities.

Technical Competencies

- **Wide range of potential partner organizations offering leadership and development opportunities in Oakland:** One strength of the Oakland education ecosystem that was noted often by local education leaders is the range of organizations drawn to Oakland that provide high quality leadership and development opportunities. While there are organizations presently offering these opportunities

none of the programs alone can provide the range of opportunities desired. Investing in multiple partner organizations will expand the offerings available and make them accessible for both Charter and district teachers. The strategy of investing in multiple partners also expands the technical competencies available to address this component of the strategy. For example, the Reach Institute provides a particular set of competencies in their Instructional Coaching Certificate offering and the National Equity Project offers a very different set of competencies in their Coaching for Equity program and both will be brought to bear through this component of the strategy.

- **Small, nimble Oakland Fund team regularly manages projects like this with success:** The three person Oakland Fund team regularly engages outside organizations to provide services such as this and are well positioned to do so for this initiative. The team has well developed project management competencies and experience in managing contract work such as this.

Legitimacy & Support for *investing in organizations and initiatives that increase high quality teacher leader development opportunities in specific targeted areas to improve teacher skills and increase longevity***:**

In analyzing the authorizing environment to determine sources of and degrees of legitimacy and support available for a given strategy one must look to the political environment, conventional wisdom as well as the specific "claims pressed by interest groups" (Moore, 1995, p. 73). In this case the political realm is examined through the expressed demand for leadership and development opportunities for teachers coming from OUSD and charter talent acquisition leaders. The charter leaders stated need for experienced teachers and the literature on teacher retention and effectiveness represents

conventional wisdom and the claims pressed by interest groups is addressed through the discussion of the Oakland Fund brand and how the organization is perceived in the community.

Political Environment

- **Meets expressed demand from OUSD, CMO's and stand-alone charter operators:** In interviews with OUSD talent acquisition leaders they described a significant need for leadership and development opportunities for teachers in a wide array of specific topics (OUSD Talent Aquisition Leader Interviews, 2014). Providing these opportunities is seen as a way to improve teacher effectiveness, school function, and the attractiveness of the region for experienced teachers interested in leadership positions. Charter operators also expressed a need for these opportunities and stated that no one single provider offered all of the development opportunities they needed to meet the diverse needs of their organizations (CMO Talent Aquisition Leader Interviews, 2014). They said that each employee and school has very different development needs and that an array of offerings is needed to meet that need. Providing access to these opportunities for both district and charter teachers and teacher leaders builds legitimacy and support for the strategy and the Oakland Fund organization overall.

- **Teachers & Principals support increased opportunities for leadership development:** In interviews with local teachers and principals it became clear that there is a large demand for development and leadership training opportunities and that finances is a major barrier (Oakland School Leader Interviews, 2014; Oakland Teacher Interviews, 2014). Providing funding for this type of opportunity, to meet

this demand, builds legitimacy and support among local teachers and principals. Our investments will increase access to these opportunities and will put charter and OUSD district teacher leaders together as they learn. This added benefit of charter and district teachers working together will also build support.

Conventional Wisdom

- **Nationally recognized human capital development initiatives call for robust teacher leadership development opportunities:** TNTP's report on greenhouse schools call for building strong instructional cultures in schools through increased development and leadership opportunities. "Schools with the strongest cultures give their teachers more valuable professional development opportunities" (TNTP, 2012, p. 6). In a report put out by the Stanford Center for Opportunity Policy in Education that looked at national trends in education, the authors describe a shortage of high quality professional development opportunities for teachers and recommend providing a wide range of opportunities to meet the diverse development needs (Wei, Darling-Hammond, & Adamson, 2010). Another study of national trends in teacher effectiveness and retention recommends building robust development opportunities as a way of stemming the flow of teachers leaving the profession in the first few years of teaching (Shen, 1997). All of these national studies of human capitol support this component of the strategy and lend legitimacy to the strategy.

Specific Claims Pressed by interest Groups

- **Builds the Oakland Fund's image as champions of teachers:** Activities that cast the Oakland Fund in the light of being a champion of teachers builds the Oakland Fund brand and increases legitimacy and support for all of our initiatives. Much of

this is in countering the rhetoric around charter operators as corporate raiders trying to make profit from public school funds that was described earlier and the Oakland Fund's strong connection with the charter school movement. This component of the strategy will serve to build the Oakland Fund brand as champions of teachers and thus lend support to all of our initiatives in this highly localized political environment. School leaders interested in building political support and moving initiatives forward in highly politicized environments must be willing to engage in adaptive work, changing the perception of the Oakland Fund from corporate raiders to that of being champions of teachers is just that kind of adaptive work (Williams, 2004).

3. Strategy: *Invest in organizations and initiatives that serve to amplify teacher voice so that they feel heard and are more content in their jobs*		
Desired Outcomes: Support opportunities for 20+ teachers to have a voice in policy development work through fellowships and formal political engagement. Gather data on and report out on teacher working conditions in order to insert teacher perspectives in the public discourse on education policy.		
Public Value	**Operational Capacity**	**Legitimacy & Support**
• Provides counter narrative to OEA leadership messaging • Improved policy decisions due to teacher input • Increased teacher longevity working in Oakland	• Oakland programs currently providing opportunities for teachers to engage in policy decision making activities • Rally partnership provides capacity for communications and messaging work • Teacher working conditions survey • Promising potential activities for amplifying teacher voice	• Nationally recognized initiatives in amplifying teacher voice have been effective • Builds the Oakland Fund's image as champions of teachers

Desired Outcomes: The desired outcomes for this component of the strategy are to amplify teacher voice in policy decisions and to insert teacher perspectives in the public discourse on education policy. For the first year of implementation the operational capacity of the Oakland Fund and our potential partners indicates feasibility for 20+ additional opportunities for teacher policy fellows to be engaged directly in education policy development. This number of teachers engaged in policy development work can

have a catalytic impact on the education policy ecosystem as that many amplified teacher voices could have a significant impact on multiple aspects of policy development. Additionally, gathering teacher perspectives and inserting them into the public discourse on education policy will serve to amplify teacher voice and will improve policy decisions. The Oakland Fund and our partners have the capacity to carry off this work, and based on the following analysis there is a clear public value in doing so and doing so is a source of legitimacy in the Oakland context. This component of the strategy is also designed to garner support for the Oakland Fund's work by casting the organization as champions of teachers.

<u>Public value</u> in *investing in organizations and initiatives that serve to amplify teacher voice so that they feel heard and are more content in their jobs:*

In analyzing the public value in providing opportunities for amplifying teacher voice I look to the potential impact of providing a counter narrative to the OEA rhetoric that currently dominates the space and claims to represent the only voice of the teacher. I also look to the potential impact of increased participation of teachers in policy decision making to improve policy decisions. Additionally, I look to understand the potential public value from this component of the strategy in increasing teacher longevity.

Potential Impact

- **Provides counter narrative to OEA leadership messaging:** Currently, teacher voice in Oakland is represented by an extreme faction of the Oakland Education Association (OEA) which regularly produces communications that serve to block new initiatives and reform efforts and are squarely anti charter (Oakland Education Association, 2015). While many of the rank and file members are supportive of particular improvement initiatives their voice is muted by the din raised through OEA communications. Providing opportunities for rank and file teachers interested in improving Oakland schools to be heard will help to shift the conversation further towards a middle ground. This will allow for a more thoughtful and balanced conversation around education policy issues which is a public value.

- **Improved policy decisions due to teacher input:** Policy decisions in urban school districts are often made absent significant teacher input (Conley, 1991). Including teachers in policy decision making activities improves the policies created because teachers' understanding of conditions in schools and the specific challenges and opportunities on the ground inform the decisions. Across sectors, gathering input from line workers has been an effective strategy in improving policy decision making and it is no different in schools. There is significant potential impact of this component of the strategy for improving education policy decision making by increasing teacher engagement in these decisions.

- **Increased teacher longevity working in Oakland:** Teachers report greater satisfaction with their jobs when they have opportunities to participate in policy decision making activities (Darling-Hammond, 2014). One of the top five reasons teachers report for leaving their jobs is a lack of input on policy decisions. This component of the strategy has the potential to provide significant public value in increasing teacher longevity in teaching positions in Oakland.

Operational capacity for *investing in organizations and initiatives that serve to amplify teacher voice so that they feel heard and are more content in their jobs*:

In analyzing the operational capacity for amplifying teacher voice in policy decision making I look to the technical competencies of current programs in Oakland focused on amplifying teacher voice and to our current partner organizations. Additionally, the Oakland fund has engaged in efforts to support implementation of a citywide teacher working conditions survey which will also be examined in terms of operational capacity. Promising potential activities for amplifying teacher voice will also be examined and matched to Oakland Fund team competencies so as to capture as yet

unrealized opportunities for success on this component of the human capital strategy.

Technical Competencies

- **Oakland programs currently providing opportunities for teachers to engage in policy decision making activities:** Viva Teachers and the GO Policy Fellows programs currently operate in Oakland and serve to amplify teacher voice on policy issues. Both programs have the capacity to expand to serve more teachers and to further amplify teacher voice.

- **Rally partnership provides capacity for communications and messaging work:** The Oakland fund's work with Rally includes specific language regarding engagement in this component of the strategy. They have much experience and success in leveraging teacher voice to help propel policy issues and can apply those competencies in Oakland. They can help craft specific messaging to amplify teacher voice providing credible support for issues and policies important to the Oakland fund mission.

- **Teacher working conditions survey:** The Oakland fund has made efforts at establishing a regular practice of gathering survey data from Oakland teachers regarding working conditions. While this work has moved very slowly the Oakland fund team has the capacity to manage and promote this project. Convening key stakeholders and providing monetary support for exploration and planning activities are core competencies for the Oakland fund team.

- **Promising potential activities for amplifying teacher voice:** Organizations not currently working in the Oakland area are doing this work across the nation and the Oakland fund team could recruit them to engage with Oakland teachers. Teach Plus,

Educators 4 Excellence and Leading Educators are all examples of teacher voice amplification efforts engaging in this work across the country. The Oakland fund team's core competency is engaging organizations and enlisting them in joining ongoing initiatives and projects.

Legitimacy and Support for *investing in organizations and initiatives that serve to amplify teacher voice so that they feel heard and are more content in their jobs*:

The success of programs like Teach Plus and Educators 4 Excellence in cities across the country provides legitimacy for this component of the strategy. These programs, and others like them, have created venues for teacher voice in policy decision making which helped create better policy and elevated the prestige of the teaching profession. Funding initiatives that accomplish these two outcomes builds the Oakland Fund's brand as champions of teachers which increases the support available in the highly localized political environment of the Oakland context where teachers are seen as the locals.

- **Nationally recognized initiatives in amplifying teacher voice have been effective:** Programs like Teach Plus, Educators 4 Excellence and Leading Educators have been successful in providing venues for teachers to be heard. These opportunities have empowered teachers to take an active role in policy decision making and through their involvement improved the polies being created. These programs also serve to elevate the profile of teachers as valuable contributors to education policy discussions. These outcomes provide legitimacy and investing in this type of teacher friendly initiative builds support among teachers for Oakland Fund activities.

- **Builds the Oakland Fund's brand as champions of teachers:** Investments that

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serve to build the Oakland fund brand as serving teachers increases the support available for other initiatives and work engaged in by the Oakland fund. Funding programs like these provides a positive connection with a cohort of teachers engaged in policy decision making and that connection can be leveraged in future initiatives.

4. **Strategy:** *Invest in organizations and initiatives that increase leadership support and development opportunities for Oakland principals and leadership teams focused on building skill in creating conditions under which teachers thrive so as to improve the quality of education in their schools and to increase teachers desire to stay*		
Desired Outcomes: Provide support for 15 principals and 4 leadership teams to participate in leadership development and support opportunities specifically designed to build capacity for creating school site conditions under which teachers and students thrive.		
Public Value	**Operational Capacity**	**Legitimacy & Support**
• Increased number of quality seats for Oakland students • Improved school function • Increase attractiveness and sustainability of the principals job in Oakland • Increased stability at Oakland schools	• The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives • Currently operating organizations • Small, nimble Oakland Fund team regularly manages projects like this with success.	• Meets expressed demand from OUSD, CMO's and stand-alone charter leaders • Principals support increased opportunities for leadership development • Literature on principal effectiveness

Desired Outcomes: The desired outcomes for this component of the strategy are to provide support for 15 principals and 4 leadership teams to participate in leadership development and support opportunities specifically designed to build capacity for creating school site conditions under which teachers and students thrive. The operational capacity of our potential partners and the resources available point to this goal as being feasible yet ambitious for the first year of implementation. In subsequent years the capacity of partner organizations will need to be assessed to determine if this number can be increased to serve more principals and leadership teams. Ideally, the system will ultimately be able to provide these opportunities for all principals and leadership teams. As this component achieves the desired outcomes and those principals and leadership teams experience success it will increase demand amongst other school sites and increased capacity amongst providers will be needed to accommodate that demand.

Research on best practices point to school site conditions as a major factor impacting teacher decisions to stay or leave and improving those conditions in 19 school

sites will have a significant impact on teacher retention rates in Oakland. Improving conditions in those 19 sites also impacts student achievement directly.

Public Value in *investing in organizations and initiatives that increase leadership support and development opportunities for Oakland principals and leadership teams focused on building skill in creating conditions under which teachers thrive so as to improve the quality of education in their schools and to increase teachers desire to stay:*

The proposed public value of this component is the increase in high quality seats, improved school function, increased attractiveness of the principal role and an increase in stability at Oakland schools. All of these outcomes create a public value for the education ecosystem in that it impacts the students in the schools run by more effective leaders, the leaders themselves who are better able to successfully do their jobs and for the entire school that can benefit from more effective leadership.

- **Improved school function increases the number of quality seats for Oakland students:** Schools which are led by principals engaged in development and training activities have improved conditions which result in an increase in the number of quality seats available for Oakland students. This is because improved school function increases teacher effectiveness thereby increasing the number of quality seats. As principals improve their leadership skills they are better able to support their teachers and create conditions under which students thrive.

- **Increase attractiveness and sustainability of the principal's job in Oakland:** Opportunities for continuous principal development are rare in urban districts making the job of the principal less attractive and more difficult. Providing a supportive environment in which principals and their leadership teams have structured opportunities to learn and grow their leadership skills increases the appeal of taking on the principal role. These opportunities also increase the sustainability of the job

as principals are able to build skill and reduce failure.

- **Increased stability at Oakland schools:** Creating conditions that make the job of the principal more attractive and sustainable will increase the longevity of principals and their leadership team thus increasing stability in leadership roles.

Operational Capacity for *investing in organizations and initiatives that increase leadership support and development opportunities for Oakland principals and leadership teams focused on building skill in creating conditions under which teachers thrive so as to improve the quality of education in their schools and to increase teachers desire to stay:*

In order to analyze the operational capacity of the Oakland fund for carrying off this component of the strategy I consider the available resources and the technical competencies present and possible for the organization and its partners in this area.

Available Resources

- **The Oakland Fund has allocated 12% of $5 million annual investment to human capital initiatives:** The Oakland fund has the operational capacity to allocate funds for the human capitol strategy sufficient to carry out all of the strategy components in full. An investment of $145k will be sufficient to fund all of the tactics for this strategy component in full.
  - $65k for five principals to participate in the New Leaders Principals Institute program
  - $65k for 4 leadership teams to participate in the Leadership Practice Improvement program.
  - $20k for 5 principals to participate in the Harvard Graduate School of Education Professional Education programs New and Aspiring School Leaders Fall session.

This $150k investment provides the financial resources for 15 principals and 4 leadership teams to have access to targeted training and development opportunities designed to improve the function and effectiveness of their schools.

Technical Competencies

- **Wide range of potential partner organizations offering leadership and development opportunities in Oakland:** One strength of the Oakland education ecosystem that was noted often by local education leaders is the range of organizations drawn to Oakland that provide high quality leadership and development opportunities. While there are organizations presently offering these opportunities none of the programs alone can provide the range of opportunities desired. Investing in multiple partner organizations will expand the offerings available and make them accessible for both Charter and district teachers. The strategy of investing in multiple partners expands the technical competencies available to address this component of the strategy.

- **Small, nimble Oakland Fund team regularly manages projects like this with success:** The three person Oakland Fund team regularly engages outside organizations to provide services such as this and is well positioned to do so for this initiative. The team has well developed project management competencies and experience in managing contract work such as this.

Legitimacy and support for *investing in organizations and initiatives that increase leadership support and development opportunities for Oakland principals and leadership teams focused on building skill in creating conditions under which teachers thrive so as to improve the quality of education in their schools and to increase teachers desire to stay:*

In analyzing the legitimacy and support for this component of the strategy I look to the expressed demand from OUSD and charter leaders and the literature of principal effectiveness.

- **Meets expressed demand from OUSD, CMO's and stand-alone charter leaders:** District and charter leaders in Oakland express strong demand for leadership development opportunities focused on improved school conditions and function. In interviews they shared stories of the limited opportunities they currently have for this type of activity as having been very impactful on their practice and the schools they run. This demand provides legitimacy for this component of the strategy.

  Alumni of the University of California at Berkeley, Principal Leadership Institute (PLI), have some structured opportunities for continuous development in a critical friends group that meets regularly to discuss problems of practice with colleagues. This program is only open to PLI alumni and other Oakland principals have expressed interest in participating in similar programs. More structured opportunities for leadership development offered to principals are also in demand but cost, time and easy access entry are barriers to increased numbers of principals participating. Providing these types of opportunities for principals and removing the barriers to participation will result in support for this component of the strategy.

- **Literature on principal effectiveness:** Principals and leadership teams engaged in structured leadership development and continuous learning opportunities build their skill and effectiveness as leaders (Leithwood & Poplin, 1992; M.Hord, 1997; Grisson & Harrington, 2010). Some research indicates that certain types of leadership development training is more impactful than others. A study conducted by Jennifer

King Rice found that traditional university based professional development for principals had little impact on effectiveness but that high quality mentorship and collaborative activities with other practicing principals did have a significant impact on principal effectiveness (Rice, 2010). This research on principal effectiveness provides legitimacy for this component of the strategy.

Analysis Summary

This analysis yielded critical insights into the feasibility of the strategy in achieving the desired outcome of making Oakland a magnet for talent given the current and foreseeable context of the Oakland education ecosystem. Each of the components analyzed in this section were deemed to be likely to succeed because they captured a recognized public value, are viewed as legitimate and are supported by the authorizing environment and because the organization or our partners have the operational capacity to carry off the work.

V. Implications for Self

The most important implication for self that I have identified through my experience in the Ed.L.D. program and culminating in my learning during the residency at Newschools Venture Fund has been that although there is a set of dispositions and ways of making meaning in the world that I held coming in, I am able to develop and cultivate new skills, dispositions and meaning making structures to fit new circumstances and challenges. The desire to transform public education was what motivated me to make the decision to quit my job, at which I was experiencing much success, uproot my family, and sacrifice my financial well-being in order to take on the challenge of the Ed.L.D. program. Little did I know that the transformation that I would see was in my own way of making meaning in the world. I have come to understand that while self-transformation is possible, it is also uncomfortable and disconcerting to discard well-worn patterns, which have proven successful, in order to try new paths-- many of which will end in failure. Those failures often did not feel to me like the learning experiences they could be and at times, resulted in small retreats to more familiar and comfortable positions. For me, embracing a growth mindset went directly against my immunity to change and is an adaptive challenge that I must face if I truly seek transformation of self.

I entered the Ed.L.D. program having developed a set of dispositions, skills and ways of making meaning that served me very well as a site administrator. Over the course of eleven years and through work as a site administrator at six different schools I had become adept in behaviors that suited the work and this resulted in much success. When I completed the Leadership 360 process I scored in the top 5% of all leaders throughout the world who have received feedback through the Leadership Circle Profile (one of the most

well-researched, comprehensive leadership 360 assessments available). A principal at the time, I asked for input from my boss, peers and direct reports. They all rated me as consistently exhibiting those behaviors most required for effective leadership, including relating, authenticity, self-awareness, systems-awareness, and achieving. I had developed a solid match between the day-to-day work of a site administrator described in the quote below and my own dispositions and ways of making meaning.

"The structure of administrative work is characterized by (1) a low degree of self-initiated tasks, (2) many activities of short duration, (3) discontinuity caused by interruptions, (4) the superseding of prior plans by the needs of others in the organization, (5) face-to-face verbal contacts with one other person, (6) variability of tasks, (7) an extensive network of individuals and groups both internal and external to the school or district, (8) a hectic and unpredictable flow of work, (9) numerous unimportant decisions and trivial agendas, (10) few attempts at written communication, (11) events occurring in or near the administrator's office, (12) interactions predominately with subordinates, and (13) a preference for problems and information that are specific (rather than general), concrete, solvable, and currently pressing." (Pitner, 1982, p. 3)

As I entered the Ed.L.D. program this match between the challenge at hand and the dispositions, and ways of making meaning that I held was no longer a good fit. The challenge of the Ed.L.D. program was in many ways opposite to that of site administration. It required a high degree of self-initiated tasks, many activities requiring sustained attention, few unimportant decisions or trivial tasks, few face-to-face verbal contacts with one other person, much written work, and a strong bent towards work that was general, ambiguous, and non-urgent requiring thoughtful and deliberate action. I was

unaccustomed to this type of work and because of this experienced many small failures. I did not have a growth mindset and saw the failures as challenges to my perception of myself as a competent and "smart" person (Dweck, 2000). Despite this, I was able to recognize that success in this context would require a very different set of skills and dispositions and that I did not currently possess them. I was able to avoid the fixed mindset in this situation because I was conscious of it and aware of how it was impacting my experience. I was intentional about not shying away from new challenges and actively pursued opportunities to do new work. The supportive setting also played a role in my ability to adopt a growth mindset in the residency. Gloria Lee and Anne Soto both worked to create a safe environment in which I was comfortable taking the risk of developing new skills.

During the first two years of the program I learned about and attempted to abandon the fixed mindset and to cultivate a growth mindset (See comparison in Appendix F). This was especially true in selecting a residency site. Instead of selecting an environment with which I was familiar and had been successful in, such as a school district or CMO, I choose NewSchools Venture Fund. This was an organization and set of work with which I had zero experience. This was an intentional effort to embrace the greater challenge and to take on an obstacle instead of avoiding one. Despite being fatigued from two years of living in discomfort and unfamiliarity in the academically and for me, as a 45 year old African American family man, socially challenging world of an Ivy League graduate school, I wanted to keep learning and to build a new set of skills and dispositions through challenge and effort. I think that I was able to embrace the growth mindset now because I have built this muscle through the experiences of the last two

years. This experience has served as multiple tests of my big assumptions and provided much evidence disproving or diminishing the impact of the big assumptions (Kegan & Lahey, 2009).

Completing my strategic project required me to learn. It taught me that effective leadership can take many forms, depending on the context, and that despite past experience and behaviors I too can deploy new ways of leading which are appropriate in different circumstances. I had believed that I was a particular kind of leader who took certain kinds of leadership actions and that to transform public education I simply needed to add a couple of skills and refine a few of MY leadership practices. I now believe that there are many ways to lead for any given context and that despite past performance I can learn to adapt my own leadership practices to meet the specific demands of many different leadership challenges.

From this experience I have come to recognize that an important aspect of leadership is in being able to identify what type of leadership is required for a given situation. Having completed the strategic triangle analysis prior to designing the strategy development process could have provided some insight into the type of leadership needed for this specific context. Had I analyzed the authorizing environment and realized that the Oakland Fund team members were the essential stakeholders it could have pointed to the type of leadership required to gain their support. In future leadership situations I will be deliberate in analyzing the situation to understand the context so as to best be able to apply an effective leadership practice for the specific context.

VI. Implications for Site

The implications for NewSchools Venture Fund and the Oakland Fund specifically are clear. This project has provided a strategy for making investments which will serve to make Oakland a magnet for talent. The theory of action that served as the basis for the strategy is sound because it is based on a well thought out and nuanced strategy development process which was informed by the literature on best practices in human capital development and grounded in a clear understanding of the specific local context of the Oakland education ecosystem.

Theory of Action:

If we attract experienced teachers to Oakland, AND

If we engage them in opportunities for teacher leader development, AND

If we amplify their voice in policy decision making, AND

If we support and develop site leaders' capacity to create conditions which sustain them,

Then we will make Oakland a magnet for talent.

The next steps for the organization are to identify the specific tactics most appropriate for Oakland in realizing the strategy. The Oakland Fund has a great deal of experience and success in this area and already has a system for doing so in the diligence process that is well established at NewSchools Venture Fund. This process includes a deep examination of each organization or initiative targeted for investment in terms of how well they **fit** with the goals and objectives of the strategy, a **market** analysis to determine market forces that will come into play, the **team** composition and how well it

is suited to the task and the **finances** of the organization.

During this process of developing the specific tactics to realize the strategy it is important that the team be open to previously untapped ideas. Gloria Lee has already provided this direction to the team in encouraging thinking that is not limited to what already exists but to widen the parameters of the possible to consider all of the information that came from the strategic triangle analysis and to find the tactics that best fit the task given the context.

The strategy development process has provided the beginnings for this next step in identifying potential partner organizations and initiatives for each component of the strategy. This will need to be built upon to explore tactics not previously considered and to develop initiatives that do not currently exist. Using the data from the strategic triangle analysis will provide a starting place for this work as well as guidance as to the value being sought and the types of competencies needed from partners and the team.

VII. Implications for Sector

Mark Moore introduces his strategic triangle framework as a way to test strategies for viability and likelihood for success (Moore, 1995). I understood this at the outset of the capstone project but having only used the framework in abstract and imagined contexts, I did not fully grasp the value in using it in a strategy development process for an actual real world initiative. It has turned out to be an incredibly valuable and insight producing tool for this purpose. I found that I was able to learn a great deal about the specific context in which the strategy would be applied by looking through the lenses of authorizing environment, public value, and operational capacity. The implication for the K-12 education sector is found in the value of conducting this type of analysis in testing strategies of all kinds. The three areas of analysis have a broad application value and can be used in a wide range of circumstances.

The strategy developed for the Oakland Fund human capital investments is composed of the strategy components that filtered through the strategic triangle analysis based on the specific context of the Oakland education ecosystem. This type of analysis allows us to assess the viability of a specific strategy component given a specific context in which it will be implemented. This is a valuable and effective tool for the sector to use in testing the viability of a given strategy within a given context. It is also useful in eliminating strategy components that may have been useful and effective in different contexts but which will not be effective in another context.

The human capital strategy for New Orleans relied heavily on nationally sourced talent relocating to New Orleans after Hurricane Katrina. This talent was drawn to the area in a patriotic and mission driven movement to rescue the education system from the

devastation reaped by a natural disaster that had an impact on our entire country. This strategy of pulling talent from across the nation to come to the rescue of the city of New Orleans, in a mission driven movement, worked for this context but would not work in the context of the Oakland education ecosystem. The analysis of the specific local political environment in Oakland made it clear that in Oakland, which is violently local and views outside mission driven movements in a very negative light, mission driven outsiders should not be the primary source for recruiting experienced teachers to Oakland.

Authorizing Environment

Assessing the authorizing environment in order to identify sources of legitimacy and support proved highly valuable during my strategic project. This came out in terms of understanding how best to accomplish the goals of the project by understanding who could authorize the work and how I could gain support for the work by attending to their perspective and mode of leading. Knowing what type of evidence was valued, how best to communicate it and when to solicit input and feedback turned out to be some of the most important learning for me in this strategic project.

In any initiative or effort to produce a public value understanding the authorizing environment is critical. In the context of NewSchools Venutre Fund, a not for profit venture philanthropy organization trying to make Oakland a magnet for talent, legitimacy and support are very important. The organization relies on funders to provide the capital needed to do the work. They are part of the authorizing environment and one must be attentive to building legitimacy with those funders in order to continue to enjoy their

financial backing. In Oakland the authorizing environment also includes the Oakland Education Association (OEA). Building legitimacy with this group is different than building legitimacy with funders but also very important if one seeks to have an impact on human capital in Oakland.

These two specific examples from the Oakland education ecosystem illustrate the importance of analyzing the authorizing environment in developing and testing strategy in any context. Understanding the sources of legitimacy and support available in a specific authorizing environment allows a strategy to be developed which specifically draws in those sources and builds legitimacy effectively and by design.

Public Value

Identifying the public value currently recognized by the authorizing environment and articulating the potential public value sought through a given initiative is vital in developing strategy for the K-12 education sector. In the specific case of the Oakland Fund desire to make Oakland a magnet for talent, understanding the currently recognized and potential public value for each component of the strategy provided important insight into the likelihood for success or failure of each component of the strategy.

An example of this can be found in the first component of the strategy, attracting experienced teachers to teach in Oakland. Currently the authorizing environment in Oakland includes the OEA as a very vocal and influential force in the local Oakland education ecosystem. If the strategy had been articulated as "attracting effective teachers to teach in Oakland" it would be a very different articulation of public value and could incur a very different reaction from the OEA. The idea of teacher effectiveness is easily

equated with testing and evaluation which are hot button issues with the OEA. Trying to garner support for an effort to attract "effective" teachers would bring up divisive issues such as measures of effectiveness and could also be seen as a critique of the effectiveness of current teachers in Oakland both of which could reduce the support for the initiative from the OEA. Understanding the authorizing environment allows for consideration of sources of legitimacy and support which are vital for increasing the likelihood of success of a given strategy.

Operational Capacity

With a clear understanding of the authorizing environment and the recognized and potential public value being sought one must take a "hard-nosed look" at the operational capacity of the organization and its partners to actually carry off the strategies. This allows for smart choices in developing or refining the strategy as the likelihood for success depends on the ability of the organization or its partners to actually carry off the work.

Think about the first strategy component for making Oakland a magnet for talent in terms of organizational capacity. While the public value of attracting more experienced teachers has been established and is recognized by the authorizing environment, the Oakland fund team does not have the capacity to recruit the over 500 teachers needed to teach in Oakland on a yearly basis. Regardless of how much this strategy component would impact the human capital ecosystem, if the organization cannot do it, then it will not have the desired impact. Fortunately, the Oakland Fund team does not need to rely solely on internal capacity for carrying off work because we can provide financial

resources, which we do have capacity for, to partner organizations who are capable of recruiting 500+ teachers. Taking a close look at operational capacity is an important step in evaluating the likelihood for success of a given strategy or initiative.

VIII. Conclusion

My strategic project was to develop a theory of action and strategy for making Oakland a Magnet for talent. I did this by first creating a strategy development process that took a nuanced and expansive approach, then understanding best practices in human capital development through a review of the literature and steeping those best practices in a clear understanding of the specific context of the Oakland education ecosystem. This was followed by an analysis of each component of the strategy through the framework of Mark Moore's strategic triangle in order to test the likelihood of success of the strategy, in this context, to achieve the public value desired when carried out by the Oakland Fund team given its operational capacity.

The theory of action and strategy created has been accepted by the Oakland Fund team and will serve as a guide for investments targeted toward making Oakland a Magnet for talent. It will be included in future drafts of the Oakland Fund prospectus to inform potential funders of our goals and objectives and the strategy for achieving them. It is currently being used in the Oakland Fund dashboard to guide day-to-day work in achieving this goal.

This work has yielded important implications for myself, for the site and for the wider k-12 education ecosystem. For me this work required developing a new set of leadership skills built around the need to produce specific work products in a timely manner that are deemed credible by the Oakland Fund team. This was a new type and mode of leadership for me that differed greatly from the leadership work I engaged in as a site leader. The implication for my own leadership development is that there are many ways to lead in different contexts and circumstances and further, that I can adapt my own

leadership style to those different circumstances and lead in ways that I have not previously employed.

For the site, the implications of this work are clear: the strategy provides direction for investments which will build upon one another to create a system which will make Oakland a magnet for talent. This strategy will create a virtuous cycle of ***attracting*** experienced teachers to enter schools with effective leadership, who become ***engaged*** in improving their craft and developing their own leadership skills, and are being ***sustained*** for the long term with leadership opportunities from which they can support the next round of the cycle. This strategy for investments in ventures and projects designed to build a robust human capital system will result in making Oakland a magnet for talent.

The implications for the wider K-12 education sector are that a strategy can be developed which is based on best practices, is specific to the context in which it will be carried out and is appropriate for the operational capacities of the organizations who will do the work. In order to develop strategy that does this, it is useful to conduct an analysis using the strategic triangle framework to assess the authorizing environment, articulate the public value sought and assess operational capacity.

As this strategy is implemented and the goals and objectives are attained Oakland will become a magnet for talent. This is a key piece of the puzzle toward achieving the ultimate goal of the Oakland Fund in transforming the Oakland public education system so as to provide an outstanding education for all Oakland students.

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Appendix A: Strategy #2 Ease/Impact ratings

Human Capital Strategy

Strategy #2- Invest in teacher leader development opportunities

Process: I interviewed key OUSD principals, local CMO, stand-alone charter and district talent acquisition leaders about their experiences and estimations of the quality of existing teacher leader development opportunities and to identify any gaps in available offerings. I reviewed available literature on the effectiveness of specific programs and organizations and consulted with my own networks of education leaders to identify prospective pipeline organizations. I then rated each in terms of ease of implementation and potential impact. The ease of implementation rating is based on if there is an existing program, in Oakland, that matches our specific goals. The potential impact rating is based on the anticipated impact of the program on the individual participant and the collective impact of all additional participants on the wider ecosystem. Each tactic is rated for both ease of implementation and potential impact as <mark style="background-color: #00FF00">Green</mark>, <mark style="background-color: #FFFF00">Yellow</mark> or <mark style="background-color: #FF0000">Red</mark>. Green indicates a positive rating, yellow an acceptable but less than desirable rating and red indicates an unfavorable rating.

Tactic: Increase teacher leader development opportunities in: Instructional coaching
Prospective Pipeline

- New Leaders (NL): http://www.newleaders.org/what-we-do/
    - **Emerging Leaders Program***- Strengthens leadership skills of talented teachers, coaches and assistant principals.
        - Ease of Implementation: <mark style="background-color: #00FF00">Green</mark>
        - Potential Impact: <mark style="background-color: #00FF00">Green</mark>

- New Teacher Center: http://www.newteachercenter.org/
    - **Professional Learning Series**- Targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches with limited release time. Provides a sequenced curriculum that develops foundational mentoring knowledge, and skills using a selection of FAS tools, protocols and resources
        - Ease of Implementation: <mark style="background-color: #FFFF00">Yellow</mark>
        - Potential Impact: <mark style="background-color: #00FF00">Green</mark>
    - **e-Mentoring for Student Success (eMSS)***- nationwide online teacher mentoring program in which beginning science and math teachers are matched with a mentor who has experience teaching their same science or math subject and grade level.
        - Ease of Implementation: <mark style="background-color: #00FF00">Green</mark>
        - Potential Impact: <mark style="background-color: #FFFF00">Yellow</mark>

- Reach Institute: http://www.reachinst.org/
    - **Coaching Certificate Program***- Seminar style introduction to key coaching skills through video submissions, coaching sessions, and a performance assessment. Site based
        - Ease of Implementation: <mark style="background-color: #00FF00">Green</mark>

- Potential Impact: <mark>Yellow</mark>
- Center for School Transformation: http://www.schooltransformation.com/
  - **Teacher Coach Training** – Evocative coaching training for instructional coaches, department chairs, and school leaders. Could do a local cohort with specific focus on Oakland HC issues
    - Ease of Implementation: <mark>Yellow</mark>
    - Potential Impact: <mark>Green</mark>
- National Equity Project: http://nationalequityproject.org/
  - **Instructional Coaching for Equity***- 1 day seminar to introduce core coaching skills targeted towards instructional coaches.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Yellow</mark>

Tactic: Increase teacher leader development opportunities in: Labor
Prospective Pipeline
- Great Oakland Public Schools Leadership Center(GO):www.goleadershipcenter.org/

  - **Teacher Policy Fellows***- A year-long opportunity for a small cohort of Oakland teachers to learn, think, and lead about the future of education. (Marc is working on impacting OEA through several efforts: 1. Increase member participation 2. Support reform friendly members in becoming active at the E-board level

    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Green</mark>

- Teach +: http://www.teachplus.org/page/our-mission-and-theory-of-change-91.html

  - **Teacher Policy Fellows**- highly selective program for teachers interested in having a policy voice in decisions that affect their profession. Cohort experience that spans one and a half academic years, monthly sessions. Keeps an effective teacher teaching.

    - Ease of Implementation: <mark>Yellow</mark>
    - Potential Impact: <mark>Green</mark>

Tactic: Increase teacher leader development opportunities in: Family / Parent Engagement
Prospective Pipeline
- Great Oakland Public Schools Leadership Center(GO)*: goleadershipcenter.org

- GO helps build strong alliances among families who have traditionally been marginalized, education leaders, and administrators focused on the needs of all students.
  - Ease of Implementation: <mark>Green</mark>
  - Potential Impact: <mark>Green</mark>

- WestEd – http://www.wested.org/
  - Academic Parent Teacher Teams (APTT) - APTT is an intentional, systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Green</mark>

- Oakland Alliance of Black Educators (OABE)*: http://oabeoakland.org/
  - A local affiliate of the National Alliance of Black School Educators committed to the educational, social and moral development of African American children and youth.
    - Ease of Implementation: <mark>Yellow</mark>
    - Potential Impact: <mark>Yellow</mark>

Tactic: Increase teacher leader development opportunities in: Equity Prospective Pipeline
- National Equity Project: http://nationalequityproject.org/
  - Instructional Coaching fore Equity*- 1 day seminar builds culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofit organizations, and communities.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Yellow</mark>

- Pacific Educational Group: http://pacificeducationalgroup.com/pages/university
  - **PEG University***- Online course series to develop the cultural competency of our nation's leaders, teachers, administrators, parents and students through professional training and development to foster effective responses to the current academic achievement gap.

- Ease of Implementation: <mark>Green</mark>
- Potential Impact: <mark>Yellow</mark>

Tactic: Increase teacher leader development opportunities in: Technology Prospective Pipeline

- Cousera: https://www.coursera.org/
  - K-12 Blended and Online Learning*- This online course introduces teachers and interested adults to K12 blended and online learning. Participants will design a blended or online unit and develop one module to use with K12 students.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Green</mark>
- Summit base camp http://summitbasecamp.org/
  - The Summit Basecamp Program*- Provides training, technology and other support to a small set of schools across the United States, enabling them to learn, launch and improve core aspects of next-generation classrooms for the 2015-2016 school year.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Green</mark>
- Ed Elements-http://www.edelements.com/
  - Personalized Learning Academies*- The Personalized Learning Academy is a series of in-person events, some online self-paced modules, and virtual sessions.
    - Ease of Implementation: <mark>Yellow</mark>
    - Potential Impact: <mark>Green</mark>
- Rogers NGLC Oakland*: https://sites.google.com/site/nglcinoakland/home
  - A multistep process starting in July 2014 to guide the design, development, and delivery of three to four breakthrough schools for Oakland kids and families.
    - Ease of Implementation: <mark>Green</mark>
    - Potential Impact: <mark>Green</mark>
- The Learning Accelerator (TLA) http://learningaccelerator.org/about-us
  - Teachers are empowered with tools that increase their effectiveness, job satisfaction, and connection with students.
    - Ease of Implementation: <mark>Yellow</mark>
    - Potential Impact: <mark>Yellow</mark>

Appendix B: Initial Onboarding Project: First Two Weeks Project Plan

Jamal Fields – First Two Weeks Project Plan

Project One: EDge diligence - EdFuel

Objective: Determine an invest/not invest decision in EdFuel as part of the EDge Fund

Deliverable: Investment recommendation (template here -
https://apollo.newschools.org/gm/document-1.9.186501)

Next steps:
- Connect with Kristi Ransick, who will be leading your diligence team. Diligence will kick-off on July 14th.
- Look through Edge materials and dig into publically available materials on EdFuel; start to make a list of key diligence questions
- Review sample diligence memos

Resources:
- Background on EDge and EdFuel proposal: https://apollo.newschools.org/gm/folder-1.11.75801

Project Two: Oakland Human Capital Market Analysis

Objective: Collect and analyze data related to market demand and supply for network, school leaders and teachers in Oakland in order to understand 1) projected human capital needs for the next few years and 2) how leader development programs contribute on the supply side.

Deliverable: Analysis of demand, market map of existing Oakland human capital organizations with supply numbers, and recommendations on potential solutions to meet demand.

Next steps:
- Develop workplan and refine scope of project
- Connect with John Lotstein, DC Education Pioneer intern. He is tackling a similar project for DC and might be helpful to compare approaches.
- Identify all local human capital organizations and potential national partners, such as:
  - Local: New Leaders, KIPP Fisher Fellowship, Reach, local teacher prep programs, Broad, NTC
  - National: Leading Educators, Relay, Teach Plus, TNTP

Resources:

- Background research pulled together at the launch of Oakland Fund: https://apollo.newschools.org/gm/folder-1.11.71549
- Current draft human capital pipeline: https://apollo.newschools.org/gm/document-1.9.208267

Appendix C: Oakland Human Capital Project High Level Overview and Timeline

Oakland Fund Human Capital Project Overview

1. **Oakland Fund Human Capital project description**
   a. To develop a data driven Theory of Action (TOA) for use in creating the Oakland Fund human capital strategy
      i. Understand human capital in Oakland
         1. Map the ecosystem
            i. Supply
            ii. Demand
         2. Identify Pain points
         3. Identify Bright spots
      ii. Understand promising local and national human capital initiatives
      iii. Understand current and historical NSVF human capital initiatives
      iv. Select effective strategy development process
      v. Use TOA to set the human capital strategy for the Oakland Fund

2. **Major tasks**
   a. Data Collection
      i. Interview key demand side leaders (charter school leaders, CMO leaders, district talent acquisition leaders)
      ii. Interview key supply side leaders (traditional credentialing institutions, Alternative certification programs, leadership training orgs, district program leadership)
      iii. Review publicly available information (on teacher , teacher leader, systems level leaders hire & retention rates)
      iv. Lit review / NSVF historical data review
   b. Data Analysis
      i. Develop a map of the human capital ecosystem in Oakland
      ii. Create presentation materials for pertinent data for internal use in developing TOA
      iii. Select protocols for using the data to drive discussion and decisions
   c. TOA development
   d. Implementation

3. **Timeline**

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Project Design	■	■						
Literature Review	■	■	■	■				
Data Gathering	■	■	■					
Individual Data Analysis		■	■					
Team Data Analysis			■	■				
Theory of Action Development				■	■			
Implementation					■	■	■	■

Appendix D: Oakland Human Capital Ecosystem Interviewee List

Interviewees	Organization
Tracy	TFA Oakland Executive Director
Rachel	Teach Tomorrow Oakland Program Manager
Kareem	New Leaders Executive Director
Rebecca	UCB PLI Program Director
Josephine	SF State Credentialing Program officer
Katherine	Mills College School of Education
Ben	Reach Institute Executive Director
Cara	Unity Middle School Teacher (Reach participant)
Roxanne	Ed Pioneer analyst working with OUSD
Bridgette	OUSD Chief Talent Officer
Jeff	OUSD Recruitment Director
Aaron	OUSD Talent Management
Leroy	Acorn Woodland Principal (OUSD)
Beatrice	Manzanita SEED Principal (OUSD)
William	Castlemont HS Principal (OUSD)
Hae	Education for Change Executive Director (CMO)
Ben	KIPP Bay Area (CMO)
Louise	Leadership Public Schools Executive Director(CMO)
Edie	Leadership Public Schools Talent Acquisition Officer(CMO)
Jorge	Amethod Executive Director(CMO)
Kimi	Aspire (CMO)
Siena	Aspire(CMO)
Carolyn	NOOCS Executive Director (Charter)
Yanira	Lighthouse 2 Head of School(Charter)
Sam	Unity HS Principal(Charter)
Kristin	Berkeley High School Principal
Hilary	CCSA
Ida	CCSA
Carrie	CEE Trust
Maria	West Ed
Lee	HGSE
Liz	HGSE
Lisa	HGSE
Zoe	Gates Foundation
Thalia	Delaware Department of Education
Emily	KIPP MA.
Mark	GO Public Schools
John	East Bay Charter Connect / UCB LEEP
Emily	"K-12 Talent Manager" blogger for Education Week
Rachel	TNTP
Jason	Old Adobe School District Superintendent
Stephanie	NSVF (Learning to Teach Fund Manager)
Anne	NSVF (Oakland Fund Team)
Gloria	NSVF (Oakland Fund Team)

Appendix E: Oakland Human Capital Strategy Roadmap

Human Capital Strategy: Oakland Fund	Year 1 Costs	OKR	Q4 2014 DEC	JAN
Attract Experienced Teachers to Teach in Oakland				
Invest in recruitement	**$250k**	**304 Experienced Teachers attracted to Oakland**		
TFA Oakland Alumni Engagement Initiative	$150k	154 Alumni attracted to Oakland		
Ed Pioneers - Broker	$100k	150 experienced teachers attracted to Oakland		
Remove obstacles preventing teachers from coming				
Develop early hire opportunities				
Broker connections between teachers and jobs with CMO's, standalone charters and OUSD				
Teacher appreciation campaign				
Increase Teacher Leader Development Opportunities				
Teacher leader development opportunities	**$152k**	**60+ teachers**		
Administration				
NL- Aspiring Principals Program	$65k	5 teachers		
Instructional Coaching				
NL- Emerging Leaders Program	$65k	5 teachers		
Center for School Transformation- Teacher Coach Training	$12k per cohort(15)	15 Teachers		
Reach Institute- Coaching Certificate Program	$2.8k per person			
Labor				
GO- Teacher Policy Fellows		14 Teachers		
Parent Engagement				
GO- Parent Engagement				
OABE- Parent Engagement				
Equity				
National Equity Project- Instructional Coaching for Equity	$7.2k	6 Teachers		
Technology				
Coursera- K-12 Blended and Online Learning	Free	10 Teachers		
Ed Elements- Personalized Learning Academies	??	10 Teachers		
Amplify Teacher Voice				
Increasing opportunities for teacher voice to be heard		**20 teachers served / 2,000 teachers surveyed**		
Go Teaching fellows				
Viva Teachers				
Teacher working conditions survey				
Increase Principal Support and Development Opportunities				
Support and development for principals and leadership teams	**$145k**	**15 principals / 4 LT's**		
NL- Principal Institute	$65k	5 principals		
NL-Leadership Practice Improvement	$60k	4 Leadership Teams		
NL-Leadership Development Services		5 principals		
Harvard Professional Education Programs- New and Aspiring School Leaders Fall session	$20k	5 principals		

Appendix F: Dweck Mindset Infographic