

**ENSURING EQUITABLE ACCESS TO HIGH QUALITY
TEACHING: HUMAN CAPITAL IN SAN JOSÉ**

THURSDAY, MAY 12 AND FRIDAY, MAY 13
SAN JOSE UNIFIED SCHOOL DISTRICT
855 LENZEN AVENUE
SAN JOSÉ, CA

MEETING AGENDA

DAY I: THURSDAY, MAY 12

- 8:30 am **Breakfast.** Light breakfast will be available in the board room.
- 9:00 am **Convene Meeting.** Jennifer O’Day will convene the meeting with opening remarks, introductions, and an overview of the agenda. Superintendent Nancy Albarrán will welcome the group to San José Unified School District (SJUSD).

SESSION I

Setting the San Jose Context

- 9:20 am **San José’s Approach to Developing a Human Capital System.** As an extension of a broader improvement trajectory, SJUSD has deeply engaged in a process of leveraging human capital to create better outcomes for students. The meeting will begin with an overview from Nancy Albarrán about the context in which San José operates and the central efforts to date related to educator quality, including the establishment of processes for setting and communicating expectations, evaluating performance, allocating additional staff to underserved schools, and creating the positions that enable teachers and leaders to best meet student needs. SJUSD district leaders will then highlight some key remaining challenges, including that of placing the right people in the right positions—that is, where they are most needed. This session will enable SJUSD leaders to articulate their overarching problem of practice and set the context for subsequent exploration of the district’s key challenges.

SESSION II

Creating a Culture of Recognition to Attract and Retain High Quality Teachers

SJUSD is trying to place increasing value on recognizing high quality work as a means of attracting talented educators to work in the district and motivating and supporting strong staff that are already here. Session II provides an opportunity for participants to better understand the existing district culture and to explore the transition towards a culture of recognition.

- 10:00 am **Educator Panel.** To familiarize participants with elements of the district’s existing professional culture, a panel of staff from across the organization will share their perspectives about working in the district, including the features that attracted them to SJUSD in the first place and ways in which the district has evolved over time. At the conclusion of the panel, SJUSD leaders will share their perspectives on addressing cultural issues as they relate to human capital, especially the balance of building in systems for recognition and reward while preserving relationships among teachers and between teachers and leaders.
- 10:40 am **Break.**
- 10:50 am **Implications of the Culture Change for Different Roles in the System: Small Group Breakouts.** Meeting participants will break up into small groups to explore the implications and possible approaches for navigating and leading the change process for different actors in the system.
- 11:35 am **Full Group Discussion.** Meeting participants will return to the full group to share key insights from their small group conversations and to hear SJUSD leaders share their reflections.
- 12:10 pm **Lunch.**

SESSION III

Designing New Roles to Support Equity and School Improvement

As districts deepen their human capital efforts, they navigate tension between an aspirational commitment to provide access for every student to a high quality teacher and a pragmatic approach to equity in which they might choose to distribute teachers from a limited talent pool according to student need. New positions and practices designed to create incentives for educators and build capacity in struggling schools have particular implications at the school level. SJUSD leaders are in the process of refining some positions and processes designed to put some of their most effective educators in a position to maximize student learning opportunities in their neediest schools.

- 12:45 pm **Designing New Roles to Address Equity Needs.** This session will begin with an overview of two new teacher roles (model and master teachers), which have been approved in the collective bargaining agreement but have not yet been implemented. Then participants will explore options for how SJUSD might define and use these roles to promote more equitable access to high quality teaching, with reactions from other district leaders about SJUSD’s strategy.
- 1:30 pm **Problem-Solving Specific Design Challenges: Small Group Breakouts.** Beyond the broad brush strokes that SJSUD district leaders have painted about the new model and master teacher roles, many of the details have yet to be resolved. How can district leaders navigate the parameters for these decisions in a way that will create wins and buy-in for the new system? And how can they leverage the roles to create capacity at the school level to more effectively meet student needs? This session will focus on addressing school-level challenges in approaching the district’s vision for human capital.
- 2:25 pm **Report-Out and Full Group Discussion.** Meeting participants will return to the full group to share key insights from their small group conversations and to hear SJUSD leaders share their reflections.

- 2:45 pm **Addressing Community Concerns about Teachers Moving to New Roles.** As the district seeks to address issues of equity and access for its traditionally underserved students, it must also respond to parents in more affluent communities who express concerns about securing appropriate resources for their children, as well as principals who might experience turnover among key members of their teaching teams as teachers move into new roles in low-performing schools.
- 3:30 pm **Summary and Reflection on the Day’s Discussion.**
- 3:45 pm **Break.**

SESSION IV

Addressing Human Capital Issues in Other Contexts

- 4:00 pm **Small Group Consultancies.** A set of small group consultancies will enable meeting participants to learn from and provide feedback on human capital challenges in other California school districts.
- 5:00 pm **Adjourn for the Day.**
- 6:30 pm **Reception Followed by Dinner** at Scott’s Seafood.

DAY 2: FRIDAY, MAY 13

- 8:30 am **Breakfast.** Light breakfast will be available in the board room.
- 9:00 am **Collaborative Updates.** We will begin the day with a brief update on current Collaborative projects in support of our members.
- 9:10 am **Reflections on Potential LCAP Changes.** Mike Kirst will update the group about developments related to Local Control Accountability Plan revisions since the Collaborative met in November.
- 9:30 am **Debrief from Small Group Consultancies.** District leaders who posed a problem of practice during the small group consultancies at the end of Day 1 will briefly summarize the problem they shared and the key takeaways from the feedback they received.

SESSION V

Pursuing Local and State Policy that Support Quality Teaching for All

- 9:50 am **Panel Discussion with District and Union Leadership about Navigating Local and State Politics.** One political element that shapes the possibilities for human capital changes is the central office's relationship the district's with labor unions, particularly their teachers union. SJUSD leaders believe they have developed a strong partnership with San Jose Teacher Association (SJTA) that enables them to work productively together. However, these interactions take place in a broader political context that includes outside influences and ongoing state and national reform dialogue. A panel discussion involving Nancy Albarrán, SJUSD Chief Business Officer Stephen McMahon, and SJTA President Jennifer Thomas will highlight areas in which their strong local relationships have contributed to positive change in the district, and will note aspects of the state policy and political arenas that shape and often constrain local progress.
- 10:25 am **Addressing Probation/Tenure and Dismissal at the Local Level.** Among the challenges SJUSD has encountered in implementing key components of its collective bargaining agreement are state code regarding teacher probation and dismissal. Meeting participants will explore local strategies to address these challenges that districts are implementing in the short term without statewide policy change.
- 11:25 am **Pursuing a Legislative Agenda.** Even with productive local efforts, existing state policies can constrain the options for local districts and their unions to collectively bargain approaches that benefit their students and teachers. Given the recent Vergara decision/reversal and the current political environment, real movement on the teacher probation/tenure and dismissal fronts may require a long-term legislative strategy for change. This session will allow participants to gauge the extent to which a constituency of support for this change might exist, what it might look like, and how best to pursue long-term policy solutions that support systems of high quality teaching.
- 12:30 pm **Lunch.**
- 1:00 pm **Key Takeaways and Next Steps.**
- 1:45 pm **Summary and Reflection on the Day's Discussion.**
- 2:00 pm **Adjourn meeting.**

