

**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

March 25, 2015

<b>Legislative File</b>	
File ID Number:	15-0497
Introduction Date:	03/25/2015
Enactment Number:	
Enactment Date:	
By:	

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Brigitte Marshall, Chief Talent Officer, Talent Development Division

SUBJECT: Approval of Job Description – Teaching and Learning

- Executive Director, Teaching and Learning



**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1415-0158, approving creation of the following job description: Executive Director, Teaching and Learning for the Teaching and Learning Department.

**BACKGROUND:**

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan and to have a written job description that is an accurate reflection of the scope and responsibilities for every position in the District, Human Resources Services and Support is presenting a new job description for a position in Teaching and Learning so the department can complete its assigned work.

1. Executive Director, Teaching and Learning

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1415-0158, approving creation of the following job description: Executive Director, Teaching and Learning for the Teaching and Learning Department.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1415-0158**

- Teaching and Learning Department -

**Approving Job Description**  
- Executive Director, Teaching and Learning -

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**WHEREAS**, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

**WHEREAS**, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

**WHEREAS**, the job descriptions align with the District's priority of a Full Service Community School District and to enhance servicing our students, schools and community, and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves creation of the following job descriptions: Executive Director, Teaching and Learning, attached hereto, and confirms said job description's placement on the salary schedule/range or employment contracts, as stated.

Passed by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held March 25, 2015.

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James Harris  
President, Board of Education

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Antwan Wilson  
Superintendent and Secretary, Board of Education

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Executive Director, Teaching and Learning</b>	<b>REPORTS TO:</b>	<b>Chief Academic Officer</b>
<b>DEPARTMENT:</b>	<b>Teaching and Learning</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>227 days</b>
<b>ISSUED:</b>	<b>Created: March 2015</b>	<b>SALARY GRADE:</b>	<b>CFAD 25</b>

**BASIC FUNCTION:** Under the direction of the Chief Academic Officer, the Executive Director of Teaching and Learning is responsible for providing leadership and direction for the planning, implementation and assessment of academic services for the District, including but not limited to, curriculum, instruction and assessment programs, and professional development. The incumbent ensures the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS

Collaborate with District administrators, department personnel, and other interested parties to coordinate activities and initiatives, resolve issues and conflicts, exchange information, and ensure proper implementation and communication of curriculum and professional development activities with the appropriate instructional personnel.

Provide leadership and technical expertise regarding assigned function; formulate and develop policies and procedures; develop and evaluate resources, curriculum and professional development aligned to academic improvement targets including disaggregated group of students.

Develop and manage partnerships with local and national organizations specializing in curriculum, leadership and instruction; monitor inter-agency agreements.

Direct the selection and development of assessments in core curriculum areas.

Direct the development, evaluation and revision of curriculum and instruction, and assume responsibility for the implementation of approved programs; coordinate and articulate curriculum among and between grades.

Demonstrate and develop high academic and behavioral expectations, collaborative planning and program development, responsive management, and personal accountability.

Establish an appropriate framework for curriculum documents, procedures and criteria for the evaluation of curriculum, and a schedule for curriculum planning, implementation, and evaluation; provide leadership in curriculum planning, implementation, and evaluation activities within the established schedule.

Reduce the variability in curricula, instruction, and assessment and implement a vertically aligned curriculum and assessment system, which includes the management of the roll-out of Common Core Standards and consistent delivery of instruction aligned with key standards (i.e. classroom-to-classroom, grade-by-grade, school-by-school).

Provide leadership in developing plans for instructional research, pilot studies for curriculum, instruction, technology and new courses of study.

Establish procedures for the evaluation and selection of instructional resources.

Assess results of programs and address areas that need improvement.

Collaborate with Network Superintendents, Instructional Leadership, Human Resources, and other divisions and departments to ensure support to teachers and the effective delivery of instructional programs and services to all schools.

Collaborate with the other members of the administrative and supervisory staff to conduct classroom visitations to assess program implementation, instructional effectiveness, and student participation and performance.

Maintain a District schedule for grade level articulation meetings, program assessment, curriculum development, and professional development activities to guide staff and avoid conflicts with other initiatives.

Develop and provide professional development for administrators, principals and site staff to effectively integrate academic, health, wellness and social service supports and align extended learning curriculum and instruction with the school day to reinforce and complement classroom-based learning.

Facilitate and support the continuous improvement of Professional Learning Communities.

Coordinate the development of departmental objectives, performance benchmarks, timelines and reports.

Submit grant applications, program plans, corrective action plans, and staff performance reports on time and in accordance with statute, regulation and board policy.

Organize/chair and attend a variety of meetings, trainings and collaborative sessions to share best practices and disseminate knowledge with interested parties such as city and county agencies, judicial and law enforcement agencies, business and industry partners, and institutions of higher education.

Provide leadership in the interpretation and implementation of federal, state, local, and District legal mandates and regulations to ensure the District's compliance.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files to ensure accuracy and compliance with federal, state, and District mandates.

Develop and prepare the department budget to ensure fiscal responsibility; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Review and recommend language to the Board, Superintendent, and Chief Academic Officer concerning legislation to address the needs of all students; recommend additions and/or revisions in policy, regulations, and procedures to the Chief Academic Officer for review and/or Board of Education adoption.

Present department objectives, program plans, and performance reports to the Chief Academic Officer, the Board of Education, and the community at large.

Maintain a positive, collaborative working relationship with students, parents, district and school staff, and community agencies.

Establish open communications and serve as the liaison between community agencies, District administrators, department staff and schools.

Continue to grow professionally through research, graduate studies and collaboration with colleagues.

Develop and foster a work environment that is student-focused, results-oriented and places emphasis on student learning and performance.

Supervise, evaluate and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Perform related duties as assigned.

**MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** A Master's degree in Curriculum, Teaching and Learning, Educational Leadership, Education Administration or related field required.

Five (5) years of progressive experience with District level instructional systems including curriculum, instruction, research, assessment, and support services in an environment comprised of an ethnically diverse student body, a sizeable student population of English-language learners, and a large percentage of students eligible for free or reduced lunch programs preferably at all three school levels (elementary, middle, high)

Three (3) years of progressive experience leading principals, curriculum coordinators, teachers, and other professional staff

Experience in working with a diverse population of students and families within an urban school setting

Demonstrated increases in student achievement and a reduction in the student achievement gap

Experience in the alignment of written curriculum, instruction procedures, instructional practices, assessment practices, supervision practices, scheduling practices, and personnel practices to achieve the most impact on the widest variety of students in the most efficient manner possible

Must be familiar with "mass customization" – designing instructional systems that are flexible enough in terms of structure to meet the specific needs of a diverse student population, while allowing those close to the students to conduct planning and make decisions without waiting on "top down" decisions

Demonstrated knowledge and understanding of student assessment and data collection and their use

Should be familiar with content areas in terms of trends within various disciplines, i.e., reading, mathematics, special education, and English Learners

Demonstrated record with regard to recruiting/selection and professional development relative to principals, teachers, and professional staff

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Demonstrated success in executing significant budgetary and operational responsibilities at an executive level

Valid California Teaching Credential

Valid California Administrative Services Credential

Ph.D. preferred

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Effective instructional programs and methodologies, and experience in evaluating such methodologies for effectiveness in meeting state standards for achievement

State-of-the-art research and proven best practices in curriculum, instruction, research and assessment and in closing the achievement gaps and meeting diverse needs of students

Curricular frameworks, pedagogy and quality classroom materials

Urban school system environment and commitment to improving student achievement

Cultural competence and a deep understanding of and empathy for issues facing urban families

Current District curriculum and school instructional programs

Effective staff development programs and strategies

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English Language Learners, Standard English Learners, and students with exceptionalities

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Provide leadership for all facets of Teaching and Professional Development within established guidelines

Develop and deliver programming that drives improved academic performance for all student populations; know effective practice for differentiating instruction

Identify exceptional instruction at the classroom level and more importantly, possess the ability to "model" exceptional instruction

Demonstrate success in managing change in a constructive manner and leading and facilitating collaboration among departments

Build a well integrated instructional team that exhibits superb cross-functional communications and execution capabilities that positively impact all of the District's initiatives

Listen and coach, skilled at influencing, and be a team player with a balanced ego who is approachable by any person in the organization

Be a creative, results-oriented leader with strong communication and relationship-building skills who is particularly good at balancing multiple priorities and issues

Exhibit unquestionable integrity and be dedicated to the principles of developing a strong collaborative organization

Lead others to implement these practices consistently across classrooms and school sites

Be positive, principled and a role model

Establish credibility with numerous constituents, effectively handle sensitive personnel issues, and be comfortable and effective working with all levels of an organization

Build and maintain strong relationships

Work successfully alone or on a team

Coach, coordinate and lead teams

Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments

Demonstrate excellent and effective written and spoken communication skills in English, including content, context, communication, conciseness, grammar and usage

Actively listen to others and to effectively interpret others' motivations and perceptions

Build consensus and resolve conflicts and the willingness to have difficult conversations

Skillfully navigate existing political structures and systems

Operate personal computer, related software, and other office equipment

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office environment and school and classroom environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.