

File ID Number	14-1579
Introduction Date	9-10-14
Enactment Number	14-16.59
Enactment Date	9-10-14
By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Award**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant award for OUSD to The Kenneth Rainin Foundation, in the amount of \$286,985.00 for the period of July 1, 2014 to June 30, 2015 and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2014 and 2015 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant award packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
14-1579	Yes	Grant	Oakland Unified School District	Funding for Two Early Literacy TSA Positions and professional development for the 14-15 school year	7/1/14 - 6/30/15	Kenneth Rainin Foundation	\$286,985.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant award for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$286,985.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant award for OUSD schools for fiscal years 2014 and 2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

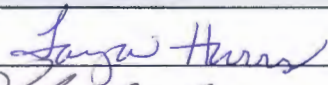
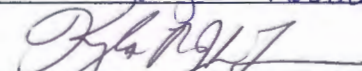
ATTACHMENTS: Grants face sheet, grant award

OUSD Grants Management Face Sheet 2014-15

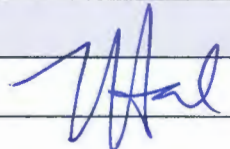
Title of Grant: Kenneth Rainin Foundation Grant #14E14	Funding Cycle Dates: July 1, 2014 – June 30, 2015
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle: \$286,985
Funding Agency: Kenneth Rainin Foundation	Grant Focus: Funding for Two Early Literacy TSA Positions and professional development for the 14-15 school year.
List all School(s) or Department(s) to be Served: All elementary schools with Transition Kindergarten	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will improve student outcomes in language and literacy development.
How will this grant be evaluated for impact upon student achievement?	The impact of this grant will be evaluated by using ongoing student data, including the Individual Growth and Development Indicator (IDGI) and the Formative Assessment Reading for Teachers (FAST).
Does the grant require any resources from the school(s) or district? If so, describe.	This grant will cover the cost of two Early Literacy coaches and professional development for the 14-15 school year.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Services are supported by an MOU.
Will the proposed program take students out of the classroom for any portion of the school day?	No
Who is the contact managing and assuring grant compliance?	Tanya Harris, TK Manager 4551 Steele Street, Portable 9 Oakland, CA 94619 510-336-7505 tanya.harris@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Tanya Harris		7/7/14
Department Head (e.g. for school day programs or for extended day and student support activities)			7/7/14

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		7/24/14



June 16, 2014

Oakland Unified School District
Attn: Tanya Harris
4551 Steele St., Portable 9
Oakland, CA, 94619

RE: Agreement for Grant #14E14

Dear Ms. Harris:

It is my pleasure to inform you that the Kenneth Rainin Foundation (the "Foundation") has approved a grant of \$286,985 to the Oakland Unified School District ("Grantee") to support capacity building. Specially, funds are to be allocated for the two (2) Internal Coach resources that will allow the Oakland Unified School District to partner in the Foundation's SEEDS of Early Literacy Initiative.

This letter is a legally binding agreement ("Agreement"). It will be effective when we receive an original of this Agreement, signed by an authorized representative of your organization. We will arrange for payment of the grant within 3 weeks of when we receive the signed Agreement from you. This grant will be paid in one installment. Please keep a copy of the signed Agreement for your files.

Please read the terms and conditions of this Agreement very carefully, including the reporting requirements.

TERMS AND CONDITIONS

- 1. Use of Funds.** Grantee shall use the grant funds only for the purposes of the specific project described above. Grantee may not make any significant changes in the purposes for which grant funds are spent without the Foundation's prior approval. Alternatively, the Foundation may require the Grantee to repay to the Foundation any portion of the grant funds that is not spent or committed for the specific purposes described above.
- 2. Reporting.** To enable the Foundation to evaluate the effectiveness of this grant, Grantee shall submit to the Foundation an interim report due on January 31, 2015 and a final report due within 60 days of July 31, 2015 on the activities funded with this grant for any annual accounting period of Grantee during which Grantee receives, holds, or spends any of the grant funds. The interim report and final report shall contain: (1) a description of the progress that Grantee has made toward achieving the purposes for which this grant was made; (2) any deviations from the original plan, highlighting actions to address deviations; (3) a financial accounting of Grantee's expenditure of program funds; and (4) a report on Grantee's compliance with the terms of this Agreement. The final report shall outline Grantee's accomplishments against original request, use of all program funds and charitable activities from the date of the disbursement of this grant until Grantee

expended the last of the program funds. Reports will be submitted through the Foundation's online grant management system.

3. **Recordkeeping.** Grantee shall treat grant funds as restricted assets and shall maintain books to show the grant funds, together with other project funds, separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the project funds and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of project funds. Grantee shall make these books and records available to the Foundation at reasonable times for review and audit, and shall comply with all reasonable requests of the Foundation for information and interviews regarding use of project funds. Grantee shall keep copies of all relevant books and records and all reports to the Foundation for at least four years after completion of the use of the project funds.
 4. **Prohibited Uses.** Grantee shall not use any portion of the funds granted in a manner inconsistent with Internal Revenue Code ("IRC") Section 501(c)(3), including:
 - a. Influencing the outcome of any specific election for candidates to public office, or
 - b. Inducing or encouraging violations of law or public policy, or causing any private inurement or improper private benefit to occur, or taking any other action inconsistent with IRC Section 501(c)(3).
 5. **Lobbying; Reliance on Project Budget.** The Foundation is relying on Grantee's representations, made in Grantee's grant request and proposed budget, as to the amount budgeted by Grantee for project activities that are **not** attempts to influence legislation. This grant is not earmarked for influencing legislation within the meaning of IRC Section 4945(e), and the Foundation and Grantee have made no agreement, oral or written, to that effect. Thus, any use of grant funds by Grantee for such activities constitutes a decision of Grantee that is wholly independent of the Foundation.¹
 6. **No Pledge.** Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Grantee, shall be interpreted to create any pledge or any commitment by the Foundation or by any related person or entity to make any other grant or contribution to Grantee or any other entity for this or any other project. The Grant contemplated by this Agreement shall be a separate and independent transaction from any other transaction between the Foundation and Grantee or any other entity.
 7. **Representation and Warranty Regarding Tax Status.** By entering into this Agreement, Grantee represents and warrants that Grantee is exempt from federal income tax under IRC Section 501(c)(3) and that it is not a private foundation as defined in IRC Section 509(a). Such representation and warranty shall continue through the last date that Grantee spends grant funds.
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8. **Notice.** Grantee shall give the Foundation immediate written notice of any change in the Internal Revenue Service's recognition of Grantee's tax-exempt or public charity status. Grantee shall also give the Foundation immediate written notice of any change in Grantee's executive staff, key staff responsible for achieving the grant purposes, or the members of its governing body.
9. **Publications; License.** Any information contained in any publications, studies, or scientific research funded by this grant shall be made available to the public following such reasonable requirements or procedures as the Foundation may establish from time to time. Grantee grants to the Foundation an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.
10. **Indemnification.** Grantee irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Foundation, its officers, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the grant, in expending or applying the grant funds, or in carrying out any project or program to be supported by the grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in connection with any act or omission of the Foundation, its officers, directors, employees, or agents.
11. **No Agency.** Grantee is solely responsible for all activities supported by the grant funds, the content of any product created with the grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.
12. **Grant Announcements.** Grantee shall announce this Grant in its written materials or on Grantee's website. Any such announcements shall list the Foundation's full legal name: The Kenneth Rainin Foundation. If Grantee wishes to describe the Foundation further, it shall describe the Foundation as: "A private family foundation dedicated to enhancing quality of life by championing and sustaining the arts, promoting early childhood literacy, and supporting research to cure chronic disease. The Foundation focuses its efforts on the San Francisco Bay Area and specific medical issues and utilizes its networks, resources and commitment to socially responsible business practices to support innovation, collaboration and connection." Grantee must submit a copy of any such announcements to the Foundation along with Grantee's final report pursuant to paragraph 2 of this Agreement.
13. **Further Assurances.** Grantee acknowledges that it understands its obligations imposed by this Agreement, including but not limited to those obligations imposed by reference to the IRC. Grantee agrees that if Grantee has any doubts about its obligations under this Agreement, including those incorporated by reference to the IRC, Grantee will promptly contact the Foundation or legal counsel.

14. **No Waivers.** The failure of the Foundation to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.
15. **Remedies.** If the Foundation determines, in its sole discretion, that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit reports when due, the Foundation may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and the Foundation may demand the return of all or part of the grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to the Foundation. The Foundation may also avail itself of any other remedies available by law.
16. **Captions.** All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.
17. **Entire Agreement.** This Agreement supersedes any prior or contemporaneous oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to its subject matter. This Agreement may not be amended or modified, except in a writing signed by both parties.
18. **Governing Law.** This Agreement shall be governed by the laws of the State of California applicable to contracts to be performed entirely within the State.

Please state your organization's fiscal year below as indicated, and have an authorized officer of your organization sign this Agreement and return it to the Foundation. Please keep a copy of the signed Agreement for your files.

Please direct all future communications concerning this grant to me. On behalf of the Foundation's Board and staff, let me express how delighted we are to partner with the Oakland Unified School District on the Foundation's SEEDS of Early Literacy Initiative. We wish you every success.

Sincerely,
Paula Ambrose, Kenneth Rainin Foundation

File ID Number: 14-1579
 Introduction Date: 9-10-14
 Enactment Number: 14-1659
 Enactment Date: 9-10-14
 By: _____

Accepted on behalf of OSD by:
Oakland Unified School District

[Signature]

 Authorized Signature

Date: 6/10/14

Tanya Harris

 Name

Manager, Transitional Kindergarten

 Title

Fiscal year ends: 6 / 30
 Month Day

[Signature]

9-11-14
 David Kakishiba
 President, Board of Education

[Signature]

9-11-14
 Antwan Wilson
 Secretary, Board of Education

June 16, 2014

TO: Dr. Gary Yee, Interim Superintendent

FROM: Ruth Alahydroian, Chief Financial Officer 

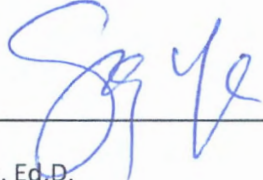
RE: Pre-Approval for Grant from Kenneth Rainin Foundation

The Office of Leadership, Curriculum and Instruction (LCI) has secured a grant from the Kenneth Rainin Foundation and would like to begin hiring for the position(s) to be funded by the grant. The Board of Education has not yet approved the grant (a grant proposal was not submitted). This memo requests your authorization to set-up a budget, including positions, to be funded by the grant.

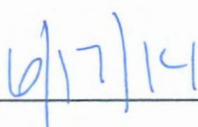
The District's procedures for setting up a budget for a grant require Board approval and a signed Grant Agreement. Neither will be ready in time for summer hiring and training. Your approval below will allow the budget to be established and the positions created. This will allow LCI to recruit and select staff for the new positions. However, my understanding is that the District cannot officially hire until the Board formally approves the Grant and the budget. Given the deadlines for submission to the Board and the Board's schedule, the official start date for the positions will not be until August.

The grant from the Kenneth Rainin Foundation will be used to fund two Teachers on Special Assignment, summer training stipends, substitutes, release times and stipends for the purpose of implementation of the SEEDS of Early Literacy. The grant will not exceed \$300,000. The letter approving the grant is attached.

Please sign below to authorize the establishment of a budget and positions to be funded from the Rainin Grant prior to Board approval:



Gary Yee, Ed.D.



Date

Attachment



May 28, 2014

Ms. Tanya Harris
Manager, TK Programs
OUSD

Dear Ms. Harris,

On behalf of the Board of Directors of the Kenneth Rainin Foundation, I am pleased to let you know that our initial grant to the District has been approved.

This grant includes funding for two Teachers on Special Assignment, summer training stipends, substitutes, release times and stipends for the purpose of implementation of the SEEDS of Early Literacy.

This initial grant will not exceed \$300,000 and the budget is currently being negotiated.

Looking forward to our work together!

Best,

Susan True



Greetings! We are thrilled to have your interest in our new initiative.

SEEDS of Early Literacy is designed as a multi-year initiative. In this first year, schools that have a TK classroom are invited to participate.

Why: New research from Stanford University (Fernald, et al., 2013) extends and validates earlier findings about early literacy gaps emerging well before children enter kindergarten. In fact, by age 2 years, children in high poverty communities are already 6 months behind their affluent peers in vocabulary development.

Who and What: Intensive support for early learning:

All TK teachers will be welcomed and encouraged to attend a week of hands on professional learning beginning August 11th. At this institute, teachers will learn research based strategies from the National Early Literacy Panel and have time and materials to plan the first month of lessons using fun strategies to help children secure predictive skills and develop self-images as successful learners. This initial training will be followed by monthly professional development PLCs featuring data analysis, new strategies and more time for lesson planning and literacy rich activities prep. Some coaching will be available to TK teachers participating.

Of the schools indicating interest, **ten schools will be selected** to engage in an intensive support program for high quality literacy instruction. The program will build from the monthly professional learning sessions and add **weekly on-site coaching** with clear goals and support to achieve them. Additionally, a highly trained full time **Reading Corps volunteer** will be assigned to each school to:

- support the new literacy rich schedule
- administer child assessments
- provide positive learning experiences and tier 2 interventions for children who are not yet on target for reading success.

Of the 10 sites, **3 elementary schools** will be selected to focus on the Birth to age 8 continuum of learning, and to be the hub for developing readers in their school communities. These sites will integrate community based supports for infants, toddlers and preschoolers as well as school based interventions. Once selected, these school communities will be supported by the Rainin Foundation in identifying key community partners to develop and implement a Birth to 8 plan. Funding for the planning and early implementation of this work will be available to these schools in the late fall.

Schools with a CDC/PreK onsite, adjacent to the school or with a strong relationship to a PreK program will be given high priority especially if the PreK teacher is interested in participating in the professional development and coaching. In year 2 of the initiative, we will expand to PreK.

The Goal: **SEEDS of Early Literacy** aims to improve student outcomes in language and literacy development, and ultimately to close achievement gaps. The initiative's activities are designed to support later goals in academic discourse, writing with evidence and access to complex texts and meaning. By providing the right assistance at the right time for children in need of this support, we can reduce the disparities that develop early on and exponentially increase throughout the learning continuum.



The following serves as an application to express your interest in participating as one of the 10 schools who will begin participation in 2014/2015 school year.

Expectations: Classrooms participating in the initiative include:

1. **Big 5 Emergent Literacy Skills:** The teacher staff and the Reading Corps tutor, commit to intentionally incorporate the “Big 5” emergent literacy skills (listed below) in their interactions and daily schedule.
 - Conversation skills
 - Vocabulary and background knowledge
 - Book and print rules
 - Phonological awareness (rhyming & alliteration)
 - Alphabetic knowledge

Teaching staff and the Reading Corps tutors will learn strategies for incorporating the Big 5 during SEEDS of Emergent Literacy training.

2. **Research-based teaching strategies:** Incorporate specific literacy teaching strategies into the daily schedule of the classrooms served by Reading Corps tutors to provide intentional, individualized instruction to 3-5-year-old children.
 - **Repeated Read Aloud:** The same book, which is theme-related, is read daily for one week. The tutor incorporates talking, reading and writing into each reading with the intention of developing vocabulary and comprehension.
 - **Literacy Rich Environment:** The Reading Corps tutor will assist the teaching team in creating a literacy-rich environment as defined by the Early Language and Literacy Classroom Observation (ELLCO), including name chart, theme-related books and props in five or more centers, sign-in area, writing center, word wall, etc.
 - **Small Group Instruction:** Children are placed into small groups (3-6 children / group) based on their literacy needs. The Reading Corps tutor and teacher each lead a daily small group during small group time.
 - **Tier 2 & Tier 3 Interventions:** Tutors implement tier 2 (small group) and tier 3 (one-on-one) interventions with selected students each day.
 - **Print activities:** Children will have access to daily print activities, which include signing in, writing center activities, print activities in five or more centers, teachers modeling print, etc.
 - **Talk, read, write:** The Reading Corps tutor and teaching staff will incorporate talking, reading and writing into activities throughout the day. Training will include specific strategies for incorporating these elements during meal time, transition time, choice time, small group, and large group time.



3. **Literacy assessments:** Support benchmarking during the fall, winter and spring benchmark periods for students in classrooms served by Reading Corps tutors. In addition, support monthly progress monitoring to guide instruction and interventions. The Reading Corps tutor conducts the assessments and enters the data into the on line system. (More information provided in "G" below.)
4. **Response to Intervention (RTI) data driven decision making:** Implement Response to Intervention data driven decision making process with integrity. Coordinate decisions about teaching strategies with the Internal Coach from LCI based on the needs of each individual child and / or groups of children.
5. **Family involvement:** Support activities and strategies that promote family involvement. In collaboration with the Reading Corps tutor, communicate with the parents of students who are receiving tier 2 services and support either Raising a Reader or Bring Me a Book rotation in the classroom (Rainin Foundation will fund the book bag program).



Application: Our intention is for this to be a quick process. We are trying to get to know you better and understand what resources we will need to make this successful. If you find yourself feeling like it's too long, please give us that feedback and just give a brief response. **It is due to us by email at susan.true@krfoundation.org by June 6.**

1. Please share the name of your school and principal's name and contact number.

2. What is the mission of your school, how does this opportunity align with your school's mission and your vision for your student's achievement?

3. What preschools do children at your school attend? Are there key feeder preschools? How do you interact with the program(s)?

4. Do you have TK at your school, how many classrooms?

5. How many students do you have at your school? Approximately how many in each grade TK, K, 1, 2, 3?

6. Currently, how are your TK and Kindergarten students arriving in terms of school readiness? How are you assessing school readiness?

7. Please share your API and STAR grade 2 and 3 ELA results from the past 3 years.



8. Please provide a high-level summary of what your student progress data is telling you about your current state. For example, where do you see students getting stuck in development of literacy skills? What data do you have as supporting evidence?

9. What percentage of your students are free and reduced lunch eligible?

10. What are the percentages of students by ethnicity?

11. What percentage of your students are ELL?

12. How does your school currently address ELA and the needs of struggling readers? Please tell us about any special work in this area (leveled libraries, differentiated instruction, Balanced Literacy, RTI approaches, etc...).

13. If applicable, who are you currently partnering with to support language and literacy development? Do these groups do any work in TK or PreK?

14. Describe your leadership team. Describe your capacity to implement and administer the proposed work.

15. Name and describe initiatives/grants/special programs (including Balanced Literacy cohorts, LLI) in your Community School Strategic Site Plan.



16. Describe the professional learning culture of your school. What structures are in place to support learning and collaboration among staff? How would you incorporate a SEEDS of Early Literacy coach for TK into this structure? Will you commit to do so?

17. Will you commit to release your TK teacher from site responsibilities one Wednesday afternoon a month for a PLC?
18. Will you commit to attend 3 data review meetings with the coach and teacher during the year?
19. Will you commit to attend a coaching session to review baseline classroom observation data with the coach and teacher?
20. Will you commit to ensuring that the Reading Corps tutor has a space to work, internet access, a computer and small amounts of printing?

SEEDS of Early Literacy™ Budget Proposal

2014-2015

EXPENSES				Total Amount Budgeted				
Personnel	FTE	Salary	Benefits @15%	Projected Costs	Notes			
Teacher on Special Assignment	1.0	\$85,000	\$31,000	\$116,000				
Teacher on Special Assignment	1.0	\$85,000	\$31,000	\$116,000				
Training Substitutes				\$10,620	• Full released days October 8, November 12 and February 7			
Peer-Observation Substitutes				\$2,000				
Stipends and Incentives				FTE	Salary	Benefits @15%	Projected Costs	Notes
Summer Institute Stipends		\$22,416	\$3,363		\$25,779		•Up to 30 teachers will attend 5 days of SEEDS training (6.5 hours per day) as part of the LCI Summer Institute	
Monthly PLC Stipends					\$15,000		•Teachers will receive \$500 stipends at the end of the 2014-2015 school year for attending 3 hours of SEEDS training	
TK Advisory Committee		\$1,379	\$207		\$1,586		•\$22.99/hour paid to five teachers, to attend one 3-hour meeting each quarter of the 2014-2015 school year	
Operating				Projected Costs				
Supplies					\$4,000			
Monthly PLC Refreshments (Full Day)					\$2,500		•\$20/day per teacher for full day PLC	
Monthly PLC Refreshments (3-Hour)					\$1,500		•\$10/day per teacher for half-day PLC	
Summer Institute Refreshments					\$4,000		•\$20/day per teacher for full day training	
Mileage					\$1,000			
Total Expenses				Scenario 1				
					\$ 299,985			

TSA- Pre K, TK Literacy Coach-LCI

BASIC FUNCTION: Promote and support the OUSD strategic plan to ensure all students are college and career ready. All department members will provide support and professional development through research-based practices to build teacher and leader capacity in early childhood language & literacy development content and pedagogy to produce equitable and excellent outcomes for students in the Full Service Community Schools framework. They will develop and lead implementation of a Core Curriculum aligned to the Common Core Standards. Specifically, this position will be trained to implement SEEDS of Early Literacy.

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 accurately reflect the principal job elements).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- **Partner with SEEDS of Early Learning, Inc. to develop professional development sessions that adhere to Minnesota Reading Corps (MRC) and are aligned with district focus on:**
 - Building understanding of the common core standards and College and Career Literacies
 - Increasing teacher and school site knowledge of the Response to Intervention Framework
 - Creating culturally responsive classrooms that value and build from students' funds of knowledge
 - Creating learning experience that supports social emotional development and builds early literacy knowledge and skills.
 - Creating learning experience that provides access and explicit language support to English Language Learners
 - Understanding English Language Development as a content area and designing instruction to maximize this dedicated time
- **Provide on-site literacy support and coaching that adheres to MRC model (see Appendix A). Includes:**
 - Conducting classroom observations & facilitating coaching sessions on a weekly basis; complete integrity observation checklist, give technical feedback and support.
 - Implementing data decision making model to fidelity; ensuring accurate and timely reporting of student data (e.g., assessments, demographic information)
 - Assisting with implementation of literacy assessments; conducting integrity checks on assessments and following-up on interventions
 - Conducting literacy environment assessments using Early Language & Literacy Classroom Observation (ELLCO) tool; provide feedback to teaching team
 - Regular consultation with meetings with SEEDs of Literacy consultant to conduct integrity checks and review individual student progress
 - Participating in special site visits to highlight and demonstrate effectiveness of the program model
- Prepare all required paperwork, program evaluations and reports in an organized and timely manner.
- Work with and build capacity of teachers leaders around the common core standards and quality curriculum (infusing many of the above elements)
- Work across units within LCI to create coherence and further the collective vision
- Engage in collective and collaborative learning experiences for LCI staff in order to create a community focused on unified goals
- Collaborate with site and district leadership about the coordination and alignment of literacy instructional supports

MINIMUM QUALIFICATIONS:

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

A Bachelor's Degree (Master's Degree in education preferred) and minimum three years experience in classroom teaching or administering in classroom/child development center; recent relevant experience providing professional development; and experience working with classroom teachers to build their capacity and leadership skills.

- Experience working in diverse classrooms preferred
- Experience coaching classroom teachers and working collaboratively with adult learners preferred
- Valid California Teaching Credential (CLAD or BCLAD required)
- Valid California Drivers License
- Employment eligibility that may include fingerprints, health (TB) and/or other employment clearance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- District Strategic direction
- Adult learning theory
- Effective coaching techniques for adult learners
- Effective strategies, theories, techniques, and methods of professional development
- Response to Intervention Framework
- Using various forms of assessment to improve teaching practice and learning environments as it relates to literacy
- Effective pedagogy for African American Learners
- Effective pedagogy for English Learners and Standard English Learners including English Language Development and Mainstream English Language Development
- Common Core Standards
- District curriculum and school instructional programs
- Balanced Literacy (PreK-5)
- Early literacy and/or adolescent literacy

ABILITY TO:

- Design and deliver effective professional development
- Collaborate productively with others; demonstrate flexibility
- Analyze, interpret and effectively communicate data
- Build trusting relationships and motivate adults to transform their practice
- Work with diverse populations, school sites and conditions
- Address the needs of low-income, African American, Latino and/or English Learner communities
- Listen and communicate effectively orally and in writing
- Efficiently use technology and standard applications including Microsoft Word, Excel, PowerPoint, and email to meet essential duties and responsibilities

PERFORMANCE METRICS:

OEA approved evaluation instrument

WORKING CONDITIONS

ENVIRONMENT:

Office environment and school sites; driving a vehicle to conduct work; fast-paced work, some travel

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; lift/restrain/carry individuals to ensure safety; lifting, carrying, pushing, and pulling objects up to 20 pounds, bending and

stooping at the knees; twisting at the waist, and neck; climbing up and down stairs and stepladder; crouching and kneeling; reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands to perform duties; seeing to read and write to perform duties; hearing and speaking to exchange information, in person or on the telephone, and to make presentations.; mobility to go to school sites and prepare physical space for presentations and meetings

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.