

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

August 23, 2017

Legislative File	
File ID Number:	17-1641
Introduction Date:	08/23/2017
Enactment Number:	17-1188
Enactment Date:	8/23/17
By:	GR

TO: Board of Education

FROM: Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Job Descriptions – Departments, As Assigned, Office of the Superintendent, and Talent Division

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1718-0012 for the creation/revision of job descriptions for Departments, As Assigned, Office of the Superintendent, and Talent Division:

1. Coordinator, Benefits Management;
2. Program Manager, Social Emotional Learning;
3. Project Manager, Construction;
4. Receptionist, Bilingual;
5. Receptionist;
6. Senior Director, Strategic Projects;
7. Specialist, Employee Development, Recognition and Retention;
8. Transitional Kindergarten Reading Tutor, Bilingual.

BACKGROUND:

The Talent Division recommends approval of these job descriptions as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1718-0012 for the creation/revision of job descriptions for Departments, As Assigned, Office of the Superintendent, and Talent Division:

1. Coordinator, Benefits Management;
2. Program Manager, Social Emotional Learning;
3. Project Manager, Construction;
4. Receptionist, Bilingual;
5. Receptionist;
6. Senior Director, Strategic Projects;
7. Specialist, Employee Development, Recognition and Retention;
8. Transitional Kindergarten Reading Tutor, Bilingual.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1718-0012**

- Departments, As Assigned, Office of the Superintendent, and Talent Division -

Creation/Revision of Job Descriptions

- Coordinator, Benefits Management; Program Manager, Social Emotional Learning; Project Manager, Construction; Receptionist, Bilingual; Receptionist; Senior Director, Strategic Projects; Specialist, Employee Development, Recognition and Retention; Transitional Kindergarten Reading Tutor, Bilingual -

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 service our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the creation/revision of the attached job descriptions:

1. Coordinator, Benefits Management;
2. Program Manager, Social Emotional Learning;
3. Project Manager, Construction;
4. Receptionist, Bilingual;
5. Receptionist;
6. Senior Director, Strategic Projects;
7. Specialist, Employee Development, Recognition and Retention;
8. Transitional Kindergarten Reading Tutor, Bilingual.

Passed by the following vote:

AYES: Jody London, Aimee Eng, Roseann Torres, Jumoke Hinton Hodge, Vice President Nina Senn, President James Harris
NOES: None
ABSTAINED: None
ABSENT: Shanthi Gonzales

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 August 23, 2017.

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By:	<i>JS</i>

OAKLAND UNIFIED SCHOOL DISTRICT



James Harris
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Benefits Management	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: July 2017	SALARY GRADE:	CFCA 20

BASIC FUNCTION: Under general supervision, the Benefits Management Coordinator is responsible for overseeing the administration of District-sponsored benefit plans for all District employee, retirees, and annuitants. The Benefits Management Coordinator leads employee enrollment processes and serves as a point of contact for escalated benefits issues requiring expert knowledge of complex benefits-related issues. This position coordinates the interactions of multiple functions and committees, consults with internal and external resources to facilitate the benefits management process. The Benefits Management Coordinator works closely with Talent Staff, Managers, Payroll, Risk Management, Third Party Administrators as well as other functional areas to provide assistance. The position will provide proactive guidance, education, and training.

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:

Responsible for the administration of all health and welfare programs including health, life, dental, disability, COBRA, employee assistance, and flexible spending accounts; review, recommend and administer benefit contracts and work with consultants providing benefit advice to the District.

Ensure all employees understand the options availability to them; provide information in writing, on intranet and public-facing website, and orally via presentations.

Establish and maintain health claims for employees and retirees; track and code documentation in accordance with internal workflow processes.

Analyze benefits issues claims to determine eligibility and certification in compliance with state and federal regulations.

Identify action plan; determine benefits due; and make timely case decisions based on service expectations as established by the department.

Communicate decisions and on-going expectations with claimants and supervisors.

Review and assess current benefits selection, open enrollment, and enrollments due to qualifying events practices and propose revisions to improve overall accuracy, consistency, efficiency, and communication.

Counsel and advise employees about rights and responsibilities while maintaining appropriate confidentiality of employee medical information.

Determine eligibility for benefits for all employees and retirees and their respective spouses, registered domestic partner, surviving spouse, and dependents, generate all necessary correspondence, review documentation related to benefits matters, request clarification where necessary, determine whether or not individual is benefit-eligible, make appropriate decision and follow up as necessary.

Track and maintain accurate records for all individual benefits enrollment, documents, and determinations.

Communicate as necessary with employees, supervisors, and departments to keep employees informed and up to date as employees enter or return from paid or unpaid leaves of absence to confirm their benefits eligibility status.

Respond to inquiries from disability carriers regarding any information needed for claim processing.

Interface with Risk Management and the Disability Management Coordinator, and Leave Management Coordinator to ensure that employee benefits claimants receive information on enrollment or dis-enrollment responsibilities and obligations per law and District policy.

Investigate and provide information regarding District vendors on annuities, employee assistance programs, employee wellness programs, and other health and welfare options.

Prepare and disseminate information regarding survivorship credits to surviving spouses or dependents of deceased employee, annuitant, or retiree.

Monitor all benefits usage on a regular basis to ensure any adjustments are made to reduce or eliminate errors that result in over and underpayments by the District.

Ensure proper metrics are established to monitor all benefits enrollment, claims, and vendor-related complaints such that these metrics will provide actionable data as the District considers future health providers, health-savings plans, and other health and welfare program options to employees.

Coordinate employee benefit premiums for employees out on leave, retirees, surviving spouses and all benefit-eligible enrollment categories.

Recommend process improvements and solutions to complex benefits-related scenarios and overall improvements to benefits management process.

Generate reports for human resources, payroll, risk, finance, and other departments as necessary.

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.

Provide cross training to department staff.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

All related federal, state, and local regulations, filing and compliance requirements as it relates to health, retirement, and other employer-provided benefits programs

General personnel rules and procedures

California Labor Codes

Legal principles of the California Unemployment Insurance system

Medical Disability Management

District collective bargaining law and labor agreements

Principles of supervision, employee evaluations and employee relations

Basic medical terminology

Principles and practices of supervision, communication and training

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology, including databases and spreadsheets

ABILITY TO:

Interpret, apply and explain rules, regulations, policies and procedures in a clear and concise manner

Analyze situations accurately and adopt an effective course of action

Prepare clear, concise and comprehensive narrative and statistical reports

Maintain confidentiality

Supervise and evaluate the performance of assigned staff

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities

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

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

Think and plan long term, as well as understand and articulate how relevant complex issues relate to one another and how to best address these issues in a thorough and comprehensive way

Work independently with little direction

Plan and organize work to meet schedules and timelines

Effectively operate a computer for the purpose for the purpose of database management, data retrieval, and word processing

Establish and maintain strong and effective working relationship with other employees, managers, District staff, contractors, attorneys and the general public

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in public administration, business administration, accounting, economics, risk management or related coursework. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Five (5) years experience in working in benefits or total rewards management

Experience in the Healthcare industry preferred

Experience with retirement plans, health-savings administration a plus

Experience working in a collective bargaining environment preferred

Demonstrated success performing analysis of complex laws and policies surrounding health, retirement and

Master's degree preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site 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.

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By:	AD



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, Social Emotional Learning	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: July 2017	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under direction of assigned supervisor, the Social and Emotional Learning (SEL) Program Manager facilitates the collaboration between District central office and school sites to ensure that social and emotional learning standards are fully integrated into instructional and leadership practices across all sites. The SEL Program Manager will work in partnership with school leaders, teachers, and teacher leaders, aligning resources to:

- Build teachers' capacity to ensure diverse learners meet the demands of adopted Academic/SEL standards and effective classroom implementation of the instructional core using SEL strategies, competencies, and curricula;
- Accelerate the academic outcomes of students in a specific content area through the use of data-driven teacher inquiry into the impact of SEL on academic achievement; and
- Support site leaders and Instructional Leadership Teams (ILT) to create highly-inclusive conditions for learning for adults and students throughout the school community.

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:

Provide differentiation/acceleration support that directly impact students (40% time) in a teacher identified academic core content area, i.e., Push-in support to specific focal students in classrooms and after school and Push-in support in identified classrooms for specific Academic/SEL strategies (e.g., partner work, small group work).

Maintain and support SEL data collection, diagnostic, and progress-monitoring data of all focal students.

Provide principals, instructional teacher leaders and teachers with professional learning support in "foundational" pedagogical SEL competencies. These SEL Competencies are included in:

- OUSD Framework for Effective Teaching;
- OUSD Framework for Leadership Growth and Development;
- OUSD Core Curriculum Fundamentals;
- Focus on the Instructional Core: CCSS, NGSS, ELD, SEL (Indicators 1A.1, 1A.2, 1B.1, 1B.3);
- Rigorous Classroom Communities (Indicator 2C);
- Equity Instructional Practices: Designated & Integrated ELD; Inclusive Practices; and Culturally Responsive

Teaching (Site Leadership identifies specific Equity Instructional Practice) (2A.1, 3B.2).

Utilize a coaching and feedback cycle grounded in data (includes student work, and video/recording of classroom instruction and coaching conversations) to support leaders and teachers growth and development.

Support site leadership and the ILT in designing & managing a quality professional learning plan that ensures alignment of teacher observation & feedback, teacher team Professional Learning Community (PLC) collaboration, and site coaching.

Support site leadership and the ILT in developing their capacity to lead teams (PLCs) in cycles of inquiry.

Support the development of a quality assessment plan, routines for gathering evidence of adult practice, and effective PLC practices.

Collaborate with central office and site leadership in designing and supporting learning walks and informal classroom observations to identify high leverage Academic/SEL practices.

Collaborate to design weekly central professional learning to deepen SEL content and pedagogical knowledge and participate in ongoing data analysis, inquiry, and collaboration around intervention, coaching, and facilitation with cross-site ITL colleagues and central support staff.

Prepare written and oral reports; maintain program records and documentation on work scope; provide periodic reports to the District, schools, and partners.

Attend trainings and collaborative sessions to coordinator activities and programs, resolve issues and conflicts, share best practices and disseminate knowledge.

Develop and monitor budgets for assigned SEL sites and services, manage grants and projects; research and develop grant proposals.

Identify and apply for funding opportunities that support District SEL initiatives.

Provide cross-training to team members and other staff.

Perform other related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Implementing Social Emotional Learning standards, coaching in an educational setting, change management and adult professional learning standards

Effective pedagogy, for historically underserved populations, English and Standard English Learners

Effective methods and frameworks for professional development facilitation, adult learning, and coaching

Principles and practices of organization, management (supervision and evaluation), and leadership

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Effective presentation and communication, both oral and written

ABILITY TO:

Plan, organize, and complete multiple projects simultaneously, meet established timelines and deadlines, and regularly evaluate outcomes

Maintain a learner stance within departments and stakeholder groups

Analyze challenges, make decisions or recommendations, and be responsible for those decisions

Respond to requests for support and guidance (primarily email) in a timely manner

Prepare and deliver clear and concise presentations to a variety of audiences (Teaching and Learning colleagues, cross-department personnel, teachers, administrators, etc.), particularly around instructional materials, guidance, and strategies

Determine staff development needs and develop strategic plans to learning opportunities to meet those needs

Use a range of coaching strategies to support diverse teachers and administrators

Collaborate with multiple stakeholders: across content areas, and with administrators, district support and administrators, and other partners

Interpret, communicate, implement, and maintain current knowledge of applicable federal, state, and District laws, codes, regulations, policies, and collective bargaining contract governing secondary education, related programs, and work scope to stakeholders

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities, and work with diverse school sites and conditions in a manner that achieves District goals

Analyze, interpret and communicate data to support adults to transform practice

Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Operate personal computer, related software, and other office equipment, and flexibly learn new applications and systems as needed

Meet District standards of professional conduct as outlined in Board Policy

Supervise, coach, and evaluate assigned personnel

Adapt to new digital platforms, e.g., Teaching Channel

PREREQUISITES

Bachelor's degree from an accredited college or university

Master's degree preferred

Three (3) years of successful classroom teaching experience

Coaching experience

Experience facilitating professional development and application of adult learning theory, or success in a site-leadership role

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site 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:

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Legislative File	
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Introduction Date:	08/23/2017
Enactment Number:	17-1188
Enactment Date:	8/23/17
By:	[Signature]



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Project Manager, Construction	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Revised: June 27, 2007 Revised: August 2017	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Plan, coordinate, and manage the construction of new school buildings and facilities and the alteration, addition and relocation of existing buildings and structures.

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:

Plan, coordinate and manage the construction of assigned school facilities' projects with school staff, architects and contractors. Represent the assigned project over the course of the contract.

Provide interim housing for the impacted site when necessary.

Perform value engineering/plan checking and project cost estimating for project budget estimate.

Evaluate and recommend changes in scope of the project.

Manage necessary databases relative to facility master plan.

Approve requests for progress payments from contractors and architects.

Coordinate the bidding of projects with the applicable District offices, i.e., Procurement, and approve bid documents.

Attend and provide expertise to meetings with architects and school administrators involving planning issues for on-going and new projects.

Meet with regulatory agencies on state and local levels as necessary.

Provide for proper inspection of projects; manage project schedule; assure timely completion of projects; and resolve issues and conflicts.

Coordinate project development/construction with other departments as necessary.

Supervise the services of inspectors, contractors, architects, engineers, and testing labs.

Check and approve final plans and bid documents.

Conduct pre-construction coordination meetings.

Provide routine construction project activities and reporting.

Supervise project close out and warranty.

Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Construction management methods

Architectural methods and techniques

Research methods and report writing techniques

Federal, state, and District codes, regulations, policies and procedures related to assigned activities

Applicable sections of the State Education Code and other applicable laws

Methods to interpret, apply, and explain rules, regulations, policies and procedures

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Effectively and appropriately manage large-scale project scope, budget, and timelines

Maintain current knowledge of technological advances in the field

Produce high quality work, including strong attention to detail

Explain complex problems and solutions in clear, concise and compelling ways

Communicate effectively in English orally and in writing

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Maintain records and prepare reports

Prioritize and schedule work to meet schedules and deliverables

Work independently to plan, organize, and coordinate projects

Analyze situations accurately and adopt an effective course of action

Operate personal computer, related software, and other office equipment

PREREQUISITES:

Bachelor degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in engineering, architecture, construction management or related field. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Ten (10) years of construction experience and/or experience related disciplines, and seven (7) years of progressively responsible experience in school planning, design and construction

Professional architectural or engineering license is preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and construction site environment; driving a vehicle to conduct work; reviewing project during demolition; working at heights

PHYSICAL REQUIREMENTS:

Climbing on ladders and scaffolding to inspect work; walking, bending, stooping and reaching to inspect projects; seeing to inspect work and to read; 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; 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.

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By:	OC



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Receptionist - Bilingual	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days/7.5 Hours, or Duty Days/Hours as assigned
ISSUED:	Created: July 2017	SALARY GRADE:	WTCL 17 plus Bilingual Stipend

BASIC FUNCTION: Perform a variety of proficient, routine duties requiring good communication skills, specialized knowledge and responsible public contact, greet the public, provide information to the appropriate person or office; answer telephones, and assist others; provide or verify information as directed. The Receptionist is also responsible for computer support, photocopying, filing, mailing, and other duties to support the staff members in a busy office environment within classification.

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:

Perform a variety of proficient, routine duties requiring good communication skills, specialized knowledge and responsible public contact; greet the public; provide information to the appropriate person or office; answer telephones and assist others; provide or verify information as directed.

Provide excellent customer service by establishing positive relationships with representatives from external organizations, the District and the general public.

Process and prepare requests for information or records following District policies and other applicable laws.

Maintain files and flyer postings on a variety of subjects; mail distribution, news releases and other general school or District information.

Maintain basic logs and perform data entry.

Communicate effectively with District personnel, members of the public, and others to coordinate projects and provide timely information and assistance.

Compose, type, proofread, and copy memos and other documents.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Follow instructions and perform work within the scope of the assignment; exercise good judgment in handling problems which may arise.

Arrive to worksite on time in accordance with the pre-assigned schedule determined by the immediate supervisor or District management.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Proficient, routine office duties, records, procedures, computers and other equipment

Basic office procedures, record-keeping and filing techniques

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy

Good oral and written communication skills and techniques in English and target language

District policies, applicable sections of the State Education Code and other laws and regulations

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students, staff, and community members

ABILITY TO:

Perform a variety of proficient, routine duties

Answer phones and greet visitors

Communicate clearly in English and target language; interpret District policies, and other laws, rules, policies and procedures

Understand and follow oral and written directions

Work independently as required

Operate computers and other office equipment

Meet schedules and time lines; work cooperatively with others

Maintain records; analyze situations accurately and take appropriate action

Maintain confidentiality of files and other documents

Complete work accurately and as directed with many interruptions

PREREQUISITES:

Graduation from high school and one year of general clerical experience involving public contact or any combination of education, training and/or experience equaling one year

Fluent in oral and written communication in target language

Pass District's bilingual test in designated language

PRE-EMPLOYMENT PROCESS:

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

WORKING CONDITIONS:

ENVIRONMENT:

Office and diverse school site environments; 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:

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Position Description

TITLE:	Receptionist	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days/7.5 Hours, or Duty Days/Hours as assigned
ISSUED:	Revised: June 27, 2007 Revised: July 2017	SALARY GRADE:	WTCL 17

BASIC FUNCTION: Perform a variety of proficient, routine duties requiring good communication skills, specialized knowledge and responsible public contact, greet the public, provide information to the appropriate person or office; answer telephones, and assist others; provide or verify information as directed. The Receptionist is also responsible for computer support, photocopying, filing, mailing, and other duties to support the staff members in a busy office environment within classification.

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:

Perform a variety of proficient, routine duties requiring good communication skills, specialized knowledge and responsible public contact; greet the public; provide information to the appropriate person or office; answer telephones and assist others; provide or verify information as directed.

Provide excellent customer service by establishing positive relationships with representatives from external organizations, the District and the general public.

Process and prepare requests for information or records following District policies and other applicable laws.

Maintain files and flyer postings on a variety of subjects; mail distribution, news releases and other general school or District information.

Maintain basic logs and perform data entry.

Communicate effectively with District personnel, members of the public, and others to coordinate projects and provide timely information and assistance.

Compose, type, proofread, and copy memos and other documents.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Follow instructions and perform work within the scope of the assignment; exercise good judgment in handling problems which may arise.

Arrive to worksite on time in accordance with the pre-assigned schedule determined by the immediate supervisor or District management.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Proficient, routine office duties, records, procedures, computers and other equipment

Basic office procedures, record-keeping and filing techniques

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy

Good oral and written communication skills and techniques in English

District policies, applicable sections of the State Education Code and other laws and regulations

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students, staff, and community members

ABILITY TO:

Perform a variety of proficient, routine duties

Answer phones and greet visitors

Communicate clearly in English; interpret District policies, and other laws, rules, policies and procedures

Understand and follow oral and written directions

Work independently as required

Operate computers and other office equipment

Meet schedules and time lines; work cooperatively with others

Maintain records; analyze situations accurately and take appropriate action

Maintain confidentiality of files and other documents

Complete work accurately and as directed with many interruptions

PREREQUISITES:

Graduation from high school and one year of general clerical experience involving public contact or any combination of education, training and/or experience equaling one year

PRE-EMPLOYMENT PROCESS:

Employment eligibility that may include fingerprints, Tuberculosis and/or other employment clearance.

WORKING CONDITIONS:

ENVIRONMENT:

Office and diverse school site environments; 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.

Legislative File	
File ID Number:	17-1641
Introduction Date:	08/23/2017
Enactment Number:	171188
Enactment Date:	8/23/17
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Senior Director, Strategic Projects	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: July 2017	SALARY GRADE:	CFCA 24

BASIC FUNCTION: In support of the Superintendent, the Senior Director, Strategic Projects, is responsible for monitoring and facilitating the progress of staff-led projects and initiatives that support the 2015-2020 OUSD District Strategic Plan, Pathway to Excellence. The Senior Director will also serve as a confidant to the Superintendent and highly effective communicator and leader who manages all leadership teams, takes responsibility for complex short-term assignments, and intervenes by means of strategic problem solving.

The Senior Director provides operational assistance by managing special projects and leading key initiatives, resolving complex issues that require executive leadership and direction, supporting the deliverables of the senior leadership teams, and ensuring expectations and deadlines are clearly communicated to staff. The Senior Director serves as an advisor, decision-maker and problem solver for the Superintendent to ensure issues needing attention are addressed in a timely manner.

The Senior Director serves as one of two principal staff assistants to the Superintendent, exercising *functional supervision* over a subset of Superintendent’s direct reports as assigned. The Director will hold *primary supervision* over the Coordinator, Local Control and Accountability Plan.

The Senior Director must 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:

Supervision of Internal Leadership

Develop internal systems, structures and processes via Executive Leadership Team meetings to drive a healthy District culture, working towards strong organizational effectiveness practices across the central office, with an intentional focus on: highly effective teams, District values cohesion, fiscal stability and transparency, and quality schools customer service.

Serve as a key member of the Superintendent’s Senior Equity Leadership Team, coordinate agendas and develop scope and sequence, facilitate meetings and ensure that follow-up actions are completed; develop systems and processes for functioning of all executive leadership meetings.

Oversee operations of the Office of the Superintendent (in conjunction with Chief of Schools and Senior Business Officer/Chief Operating Officer), including board communication, and oversight and performance management for executive staff.

Serve as chief aide and liaison to the Board of Directors; oversee Board communication (e.g., status reports) and preparation of materials for Board meetings and retreats; and oversee information flow from District Staff to and from the Board of Education; draft Board goals and progress reports in collaboration with the Superintendent and department directors.

Visit schools with Superintendent, and senior District leaders to assess level of quality District support services and provide appropriate feedback to appropriate District departments to enhance and adjust District support services; maintain constant communication and contact with the Superintendent concerning the overall operation of the District.

Act in a liaison capacity between the Superintendent and division and department heads, school administrators, employee organizations, other school districts, public agencies, and the public, as directed.

Develop policy documents, communications and recommendations for the Superintendent and oversee policy updates needed to align with new legislation or legal mandates. Provide information on District policies and procedures and advise staff in interpreting policy direction.

Provide leadership and support to the Superintendent's direct reports to meet the District's strategic goals and objectives.

Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff; supervise already

Provide project management, facilitation, and coordination for priority initiatives in the Superintendent work plan (e.g., Blueprint for Quality Schools).

Support Development and Execution of District Strategic Plan

Collaborate with District senior leadership in development of listening campaign and strategic planning process to develop a 5-year strategic plan for the District; include District, schools, families and community in the strategic planning process.

Confidant to Superintendent

Serve as overall thought partner related to all strategic and sensitive issues; analyze such issues that arise frequently in the rapidly changing environment of the Superintendent's office where improper handling may have serious consequences for the District.

Assess and manage sensitive issues that arise in the rapidly changing environment of the Superintendent's Office where improper handling could have serious consequences for the school District. Serve as the Superintendent's and Board's two-way intermediary with District departments, staff and community members, with support for enhancing equity and promoting diversity.

Analyze, interpret and provide recommendations to the Superintendent concerning District issues and other matters.

Perform other related duties as assigned by the Superintendent.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Public school administrative structures and challenges facing large, diverse, urban school Districts

Strategic planning theory

Public policy, procedure and management

School reform theories and best practices to implement change

Development and performance management methods

Public school administrative structures and challenges facing large, diverse, urban school Districts

Strategic planning theory

Public policy, procedure and management

School reform theories and best practices to implement change

Interpersonal skills using tact, patience, courtesy, professional humor, candor and transparency

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others

Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes

Facilitate discussion and learning activities towards a clear end

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Inspire, motivate and support adults to transform their practices

Serve as resource to District administrators and facilitate communication throughout the District

Set goals, work independently, and drive results

Produce high quality work, including strong attention to detail

Adapt to feedback and focused on continuous improvement, reflection and refinement of personal practice

Operate personal computer, related software, and other office equipment as assigned

Explain complex problems and solutions in clear, concise and compelling ways.

Manage multiple assignments, priorities, and projects in a demanding environment

Lead the strategic planning process and establish objectives

Modify management strategies based on evaluation data

Demonstrate excellent team-building skills

PREREQUISITES

A Master's Degree or Higher in Education, Educational Administration or related field

Experience in organizing and supervising cross-functional teams to manage and deliver large-scale projects, to handle diverse needs of stakeholders, and to collect data/information and create necessary information to manage the workflow in the Office of Academics

Possess leadership skills in facilitating group processes, including consensus building and conflict resolution

Advanced knowledge of District education initiatives, programs, and policies

Advanced written, verbal and listening skills; excellent organization skills

Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint)

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site 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:

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Legislative File	
File ID Number:	17-1641
Introduction Date:	08/23/2017
Enactment Number:	17-1188
Enactment Date:	8/23/17
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Employee Development, Recognition and Retention	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Talent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: May 2012 Revised: June 2013 Revised: August 2017	SALARY GRADE:	CFCA 16

BASIC FUNCTION: Under minimal supervision, develop and support District-wide employee development, recognition and retention programs and strategies. Collaborating with the Office of Organizational Effectiveness & Culture, Labor Management and Employee Relations (LMER) and Academic Social Emotional Learning Division (ASEL), this position will research, design, administer, and implement employee-focused initiatives, and programs that attract and retain highly motivated and qualified employees. Areas of focus will be: training and development, reward and recognition, and retention.

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

REPRESENTATIVE DUTIES: (Incumbent 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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS:

Collaborate with Talent Division and District management to develop and implement retention strategies to ensure the District hires and retains the best and brightest staff.

Develop and deliver District programs on topics related to employee retention and professional development to executive team, directors, managers and/or supervisors and coordinate with external trainers and other staff as needed.

Analyze District's staff development needs to identify relevant issues, and recommend and/or implement a staff development plan.

Coordinate and actively promote a wide variety of professional development opportunities to address training needs of employees across the District; link employee skills with opportunities for growth in the District and ensure all employees know what is expected of them to advance.

Collaborate with local colleges, universities, community organizations, and agencies to provide additional opportunities for District staff to participate in high quality professional and career development.

Collaborate with other District staff to create a comprehensive employee recognition, awards and incentive program, including performance-based opportunities for salary advancement for all bargaining units and non-represented positions.

Collaborate with Talent staff to train the executive team, directors, managers and supervisors to recognize

outstanding achievements of all staff promptly and publicly.

Oversee District awards programs such as, Classified School Employees of the Year, Employee of the Month, and Honoring Our Own recognitions and support the ASEL team with OUSD's Teacher of the Year campaign.

Collaborate on the development and implementation of Values-based development programming for classified staff and Central Office Departments.

Collaborate on the development and implementation of manager training for Values-based evaluative tools.

Develop a program to recognize all staff when they achieve tenure and other significant career milestones such as clearing a credential, earning a degree or professional certification, obtaining recognition from a professional organization, years of service, retirement, volunteer service recognitions, etc....

Develop and implement a compassionate exit process for employees who separate from the District in order to identify reasons for employee separation.

Analyze and report attrition data on a regular basis by department and/or division to determine root causes for separations; inform senior management of any noticeable trends.

Develop engagement opportunities for District staff and Cabinet to nurture a Values-based culture throughout the organization.

Collaborate with Risk Management and LMER to build relationships with union representatives to support employee development, reward and recognition, and retention.

Support the implementation of District-wide wellness campaigns, screenings, promotions, programs, and events.

Provide cross-training to other staff members within the department.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Employee retention strategies and best practices

Staff development and training trends

Adult learning theory, curriculum and instruction materials

Program assessment and reporting methodologies

Basic public speaking, practices and techniques

Group dynamics and facilitation

Change management

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and employees

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Coordinate, plan and organize the activities of a comprehensive Staff Development Program

Manage multiple tasks with frequent interruptions, and manage multiple priorities

Facilitate discussions in small and large groups

Demonstrate empathy and social emotional skills

Work under pressure to meet deadlines

Analyze situations accurately and take appropriate action

Communicate effectively in English both orally and in writing

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds

Maintain confidentiality in all aspects of the job

Follow and give oral and written directions

Interact with certificated and classified employees at all levels

Prepare and deliver clear and concise presentations to a variety of audiences

Work independently with minimum supervision

Interpret, apply and initiate District policies and procedures

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's degree required from an accredited college or university

Master's preferred in Business or Public Administration, Education, Human Resources or related field

Five (5) years of experience in Human Resources with demonstrated experience in employee retention strategies, and designing and implementing professional development programs

Demonstrated success in leading continuous improvement efforts within an organization

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site 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.

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Legislative File	
File ID Number:	17-1641
Introduction Date:	08/23/2017
Enactment Number:	17-1188
Enactment Date:	8/23/17
By:	O.S.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Transitional Kindergarten Reading Tutor - Bilingual	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	180 days / 3.0 hours per day or duty days and hours as assigned
ISSUED:	Created: July 2017	SALARY GRADE:	WTCL 14 and Bilingual Stipend

BASIC FUNCTION: Transitional Kindergarten Reading Tutors - Bilingual will assist in developing and improving TK students’ early literacy skills in preparation for Kindergarten. Tutors are trained in research-based early literacy strategies and collaborate with classroom teaching staff to enhance daily literacy opportunities and conduct literacy assessments to increase the number of children on target with early reading predictors.

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:

Primary Functions:

Attend Supporting Early Education Develops Success (SEEDS) of Early Literacy Training, and ongoing sponsored trainings throughout the year.

Provide intentional, meaningful and fun literacy instruction during all parts of the day to improve the early literacy skills of TK children, specifically focusing on the “Big Five Emergent Literacy Skills” that give children the opportunity to talk, read, write and play every day.

Enhance the classroom literacy environment, as described in the Early Literacy and Language Classroom Observation (ELLCO) tool, to achieve a “Basic” or “Better” score on the ELLCO.

Collaborate with the Lead Teacher and Internal Coach to set the classroom’s Literacy and Math Rich Schedule at the beginning of the year; review monthly.

Implement all elements of the Literacy and Math Rich Schedule, including greeting children at arrival, helping children write their name at sign-in, having “Strive for \$” conversations, writing a daily message, conducting a Repeated Read Aloud, journaling, enhancing literacy during choice time, leading one-on-one and/or small group targeted interventions daily for at-risk children, and leading the “Big 5” transitions.

Assess, with high level of accuracy, child outcomes and progress using fall, winter and spring benchmark assessments and ongoing monthly progress monitoring assessments.

Use scripted early literacy interventions with identified children in a one-on-one and/or small group setting daily; achieve a high degree of fidelity to each scripted intervention.

Participate in literacy coaching session two times per month with the Internal Coach to review student progress, plan, problem-solve and set goals; incorporate constructive feedback based on observations.

Record student and program data completely and accurately in an online data base and/or Excel document on a weekly basis.

Provide opportunities for family literacy involvement for TK children, including Take Home Book Programs.

Secondary Functions:

Participate in site-sponsored trainings, meetings or other activities, including the Orientation and Data Review Meetings with the classroom teacher and coaches three times per year.

Be open to being observed regularly by the Master and/or Internal Coach; act on constructive feedback and goal setting based on observations and coaching.

Support the TK classroom as assigned.

Ensure timely completion of electronic timesheets.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Tutoring approaches and learning styles

Applicable federal, state, and District codes, regulations, policies and procedures governing workscope

Planning, organization, and coordination needed for assigned program

Diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build and maintain quality-working relationships with students, coaches, school administrators, and parents and program staff; including accepting and incorporating feedback from coaches and staff

Speak, read, write and understand English fluently

Travel between sites and to off-site events

Work separately with a child within a larger context of child/tutor groups

Keep tutoring sessions lively and dynamic

Show learners that you care about them through your commitment and encouragement

Gather learner performance data on a daily basis, and chart the data (using graphs, stars, etc.) to allow a visual display of improvements made in the program

Recognize and adapt to the needs of the student

Maintain confidentiality about student

Maintain professional conduct at all times

Identify a student's strengths and needs

Motivate the student using positive reinforcement and encouragement

Be energetic and results-oriented

Operate personal computer, related software, and other office equipment

Navigate and use online database systems and e-mail daily

PREREQUISITES

High School Diploma or GED equivalent

Strong interest in education, specifically helping children develop early language and literacy skills

Good communication skills in target language

College coursework, college degree, or equivalent work experience or strong community experience preferred

Experience working with young children, preferably in an early childhood setting

Pass District's bilingual test in designated language required

Must be able to attend the 4 day TK SEEDS of Early Learning training

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Class, office, and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

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:

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