

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

April 12, 2017

Legislative File	
File ID Number:	17-0563
Introduction Date:	04/12/2017
Enactment Number:	
Enactment Date:	
By:	

TO: Board of Education

FROM: Devin Dillon, Ph.D., Interim Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division 

SUBJECT: Creation of Job Descriptions – Departments, As Assigned

1. Executive Director, School Educator Professional Learning;
2. Financial Analyst, Construction Bond.

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1617-0146 for the creation of Executive Director, School Educator Professional Learning and Financial Analyst, Construction Bond job descriptions for Departments, As Assigned.

BACKGROUND:

The Talent Division recommends approval of this job description 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. 1617-0146 for the creation of Executive Director, School Educator Professional Learning and Financial Analyst, Construction Bond job descriptions for Departments, As Assigned.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1617-0146**

- Departments, As Assigned -

Creation of Job Descriptions

- Executive Director, School Educator Professional Learning and Financial Analyst, Construction Bond -

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 of the attached job descriptions:

1. Executive Director, School Educator Professional Learning;
2. Financial Analyst, Construction Bond.

Passed by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held April 12, 2017.

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OAKLAND UNIFIED SCHOOL DISTRICT

James Harris
President, Board of Education

Devin Dillon, Ph.D.
Interim Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	17-0563
Introduction Date:	4/12/2017
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, School Educator Professional Learning	REPORTS TO:	Deputy Chief of Teaching and Learning
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days
ISSUED:	Created: April 2017	SALARY GRADE:	CFAD 25

BASIC FUNCTION: To realize the District’s vision of an effective teacher in every classroom and an effective leader in every school, the primary goals of the Executive Director, School Educator Professional Learning are to:

- Plan and direct the centrally-funded program for site-based instructional teacher leaders (ITLs), so that ITLs
 - implement effective intervention/acceleration strategies that improve the academic outcomes of struggling students in a specific, site-selected content area; and
 - ensure new teachers (through BTSA, Intern, and emergency credential supports) educate diverse learners to meet the demands of adopted standards (CCSS, NGSS, ELD, SEL) and to learn in a rigorous and supportive classroom.
- Coordinate the capacity building for and supervise the School Improvement Coaches (assigned to Network Superintendents) who provide professional learning, coaching and mentoring for site-based instructional teacher leaders;
- Design, implement, and/or facilitate professional learning activities for school leaders and school leadership teams;
- Coordinate and co-develop the frameworks, guidance documents, and resources that support effective site implementation of strong professional learning systems, grounded in the 4 Professional Learning Levers: 1. personalized learning, 2. teacher observation & feedback, 3. teacher team (PLC) cycles of inquiry and planning, and 4. coaching & mentoring;
- Coordinate the human resources (e.g. academic content teams, network superintendents, SEL team, Equity teams) and virtual resources (e.g., PDgo! and other online learning resources) needed to ensure high quality professional learning through the levers described above.

The Executive Director of School Educator Professional Learning 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:

Build the capacity of School Improvement Coaches to support ITLs to provide effective differentiation/acceleration support to students (40% time) in a site-identified academic core content area.

Coordinate the system of supports for ITLs and site leadership to design and implement effective differentiation/acceleration strategies, including:

- a. Push-in support to specific focal students across multiple classrooms;
- b. Intervention pull-out or class with specific students focused on a targeted group (English Learners; African American males, etc.);
- c. Push-in support in identified classrooms for specific academic strategies (e.g., SIPPS, Workshop, small group learning), that allows for sustained work with a specific student group.

Build the capacity of School Improvement Coaches to support ITLs to maintain screening, diagnostic, and progress-monitoring data of all focal students.

Provide ITLs with professional learning support, through the 4 levers, in "foundational" pedagogical competencies. Competencies include:

- OUSD Framework for Effective Teaching
- 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 2A.2, 2B & 2C)
- Equity Instructional Practices: Designated & Integrated ELD; Inclusive Practices; Culturally Responsive Teaching (Site Leadership identifies specific Equity Instructional Practice) (2A.1, 3B.2).

Build the capacity of School Improvement Coaches to monitor the BTSA mentoring and "alternate observer" supports provided by ITLs to new teachers.

Build the capacity of School Improvement Coaches to support ITLs to provide teacher professional learning support in a site-identified academic core content area--ELA, ELD, Math, Science, History/Social Studies.

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

Collaborate with network and site leadership in learning walks and informal classroom observations.

Coordinate and help facilitate the weekly central professional learning for ITLs to deepen their content and pedagogical knowledge and build their capacity for ongoing data analysis, inquiry, and collaboration around intervention, coaching, and facilitation.

Facilitate the collaborative creation of a strategic professional learning plan for the District, which includes a continuum of professional development and support services for a range of leaders and teachers, from emerging to experienced staff.

Work under the direction of the Deputy Chief of Teaching and Learning, in collaboration with others (e.g., Teaching and Learning content teams, Network Superintendents, District Leadership, Talent Division and principals) to determine leadership development priority needs.

Co-develop and coordinate the Teacher Summer professional development plan and learning.

Design, plan and facilitate blended professional learning opportunities using PDgo!, the newly adopted Professional learning platform, and curate existing external content and create OUSD specific courses for online/blended professional learning.

Design, implement and coordinate professional development sessions and activities, and mentorship program for beginning principals, assistant principals and teachers in collaboration with the Academic, Schools and Talent Divisions.

Conduct various needs assessments to determine training needs at the school and District levels; deliver specific professional development aligned with District goals and objectives; assess effectiveness of training.

Support School Improvement Coaches to assist Network Superintendents in identifying resources to meet the needs/gaps they have identified in their network and principal-specific professional development/growth plans; assist principals in identifying external and internal resources for professional development, including instructor-lead and self-study materials.

Coordinate with internal and external principal/leadership professional development providers; identify and prepare internal and external facilitators for principal and teacher development and meetings.

Coordinate the planning and implementation of the annual Instructional Leaders Institute and Teacher Professional Learning Institutes each summer.

Provide support to Network Superintendents on additional Institutes planned by various networks during the school year to ensure coherent training experiences; assist in designing, facilitating and securing professional development for network meetings.

Design and execute rigorous, year-long school leader professional development that allows school leaders to strengthen their instructional leadership skills, and to learn and practice the skills needed to consistently and effectively execute vital behaviors for success and sustainability, and to build relationships among District administrators.

Develop measures to evaluate the impact of professional learning on teacher and leadership practice across the system to ensure results-based professional learning (i.e., in PersLearn: evaluate professional learning experiences for leadership staff effectively; Develop, implement and evaluate training programs).

Leverage best practices in leadership and teacher leadership development to create ways to individualize learning, allow for purposeful practice and provide time and space for reflection on personal growth and impact on student learning.

Provide cross-network support and coordination for professional development for site administrators, teachers and central office staff.

Coordinate and develop professional development sessions and activities for prospective school-based administrators, teachers and central office staff.

Improve leadership skills through self-initiated professional development, such as participation with and/or work on committees associated with professional organizations.

Ensure that professional learning is aligned, effective and engaging for adults at every level of the system by creating an operational structure; standardize processes for professional learning and create quality standards and tools for District and school level professional learning.

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:

Implementing Common Core State Standards, Next Generation Science Standards, English Language Development standards, and Social Emotional Learning standards

Backwards unit and lesson design

Effective pedagogy, curricular programs, assessments, and supplementary materials for historically underserved populations, English and Standard English Learners

Implementing the vision of effective teaching as outlined in the Oakland Effective Teaching Framework (OETF)

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

Beginning Teacher support & development programs and processes (e.g., BTSA)

Observation-based coaching cycles

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

California Department of Education and Other Frameworks governing work scope such as: Common Core Standards, ELA/ELD Framework, ELD Standards, Content Standards, Curriculum, Response to Intervention/Multi-Tiered Systems of Support, Full Service Community Schools, and Universal Design for Learning

Technology, particularly Google Applications and Microsoft Office, and ability to adapt to new digital platforms (such as Teaching Channel and PDgo!)

Blended, personalized learning practices for student and adult learning

Adult learning theory, change process and best practices in the field of leadership development, training and education

Principles and techniques used in organizing and administering large-scale school system professional learning program using an online platform for professional learning

Various technology apps and tools to support learning and to make work more efficient

Effective strategies, theories, techniques, and methods of professional and organizational development

Internal and external resources for staff development

Current literature, trends and developments in the field of organizational development

National and state trends, research and policy regarding educator effectiveness, performance evaluation and development reform

District curricula and school instructional programs (see note below)

Effective school leadership

Understanding and belief in theory and practice of teacher leadership and teacher leadership teams

Leadership skills, and developing and supporting a professional learning community

Report writing, and presentation

Effective staff development programs and strategies

Utilization of various forms of assessment to guide and design instruction

Applicable federal, state, and District codes, regulations, policies and procedures, including District bargaining unit contracts

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

ABILITY TO:

Plan and conduct small and large professional development training

Communicate with multiple and varied District shareholders and plan, implement and evaluate professional learning experiences for leadership staff effectively

Work under pressure and effectively manage and complete multiple tasks with competing deadlines and priorities

Supervising and coordinating large programs

Assess system-wide staff development needs

Set high goals and develop long range plans

Facilitate professional learning opportunities for adult learners using a variety of delivery methods

Simultaneously plan for the long-term and meet short-term goals

Set goals, work independently and drive results

Coordinate multiple activities simultaneously

Work flexible hours

Prepare and deliver effective presentations to diverse audiences

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

Read, interpret, apply, and explain rules, regulations, policies, and procedures, including district bargaining contract language

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Operate personal computer, related software, and other office equipment

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

Adapt to feedback and focus on continuous improvement

PREREQUISITES

Master's Degree or its equivalency required in classroom teaching, evaluation, research, coaching, curricular implementation, administration, and professional development

Three (3) years of experience as a school site administrator

Experience in designing and implementing training or development programs for adults

Experience as a principal and/or a teacher-leader at a high-performing school (strongly preferred) or school system leader

Experience delivering professional development to principals strongly preferred

Outstanding skills in problem solving and critical thinking

Innovative approach to training and development

Sharp eye for school staff talent

Strong facilitation skills

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

Valid California Administrative Services Credential required

Valid California Teaching Credential 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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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Financial Analyst, Construction Bond	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: March 2017	SALARY GRADE:	ADCL 15

BASIC FUNCTION: Perform independent, specialized accounting and budgeting duties requiring independent judgment and analysis related to construction and bond projects. Prepare various related reports as required internally, and by local, state, and/or federal sources, and local oversight committee(s). Serve as fiscal operations specialist in assigned areas; provide work direction to others. Maintain Project Management Software, Tracking Database and Information System training.

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 independent, specialized accounting and budget duties requiring independent judgment and analysis related to construction and bond projects; maintain various financial records, ensure all related accounting entries and transfers are completed, and accounting records reconcile to respective reports.

Track the expenditure of all funds pertaining to the district's construction projects, renovations, and facility repairs; prepare and present statistical reports for the Bond Oversight Committee meetings and others as requested. Ensure capital projects remain with the Board of Education Approved project budget for both soft cost and construction related hard cost.

Monitor Office of Public School Construction (OPSC) fund releases by project, receipts, and cash flow for construction projects, including general obligation funds, certificate of participation, and developer fees; monitor contracts, architect fees, change orders by project, claims, stop notices, retention payments, and other charges; review funds for legality of expenditures, and assist in processing construction payments.

Assist in year-end closing of district accounts and external year-end district-wide audit; act as primary contact for the general obligation bond audits.

Assure compliance with various local, state, and/or federal reporting requirements, guidelines, rules, and regulations, as well as district procedures and policies; serve as fiscal operations specialist in assigned areas; provide work direction to others.

Analyze complex, advanced-level technical accounting procedures; review and maintain records; and prepare reports including graphic displays.

Analyze advanced-level processes and procedures, and implement appropriate accounting systems.

Monitor assigned budgets to assure compliance, identify and rectify discrepancies, respond to questions, and provide detailed instructions.

Communicate with departments and agencies to assure compliance, resolve issues, or address concerns.

Provide excellent customer service by establishing positive relationships with district personnel, representatives from external organizations and others; respond to phone calls, e-mails, letters, and other communications; lift light objects.

Prepare and store documents using standard office equipment and technology including computers, scanners, copiers, and electronic storage devices; operate a computer to input, output, update, and access a variety of records and information; generate reports, records, lists, and summaries from computer databases.

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division.

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:

Governmental accounting practices and principles

California school district fiscal and budget procedures and reporting requirements.

Preparation of financial reports and schedules.

Local, state, and federal reporting and accounting guidelines, rules, and regulations.

Technical aspects of field of specialty.

Applicable sections of the California Education Code, other laws, rules, and regulations related to assigned activities.

District organization, operations, policies, and procedures.

Operation of a computer, related software, and standard office equipment.

Paperless electronic filing systems.

Research methods, and report writing and recordkeeping techniques.

Correct oral and written usage of English, grammar, spelling, punctuation, vocabulary, and composition. Interpersonal skills using tact, patience, and courtesy.

ABILITY TO:

Perform the basic function of the position.

Learn, interpret, apply and explain rules, regulations, policies and procedures related to assigned school district function.

Analyze and interpret complex fiscal records and documents.

Operate a computer, related software, and standard office equipment.

Research, analyze, compile, and verify data, and prepare accurate and complete financial reports.

Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change. Exercise analytical and independent judgment.

Analyze situations accurately, and adopt an effective course of action.

Work confidentially with discretion, and complete work with many interruptions. Communicate effectively, both orally and in writing.

Establish and maintain cooperative and effective working relationships with others. Work in a team environment.

Compose correspondence and written materials independently. Lift light objects according to safety regulations.

Meet state and district standards of professional conduct as outlined in Board Policy.

PREREQUISITES

Any combination equivalent to: bachelor's degree with a major in accounting, business administration or related field, and six years increasingly responsible experience in accounting, construction accounting, auditing, financial, or statistical record-keeping.

Valid California Driver's License; provide personal automobile and proof of insurance

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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