

<b>Legislative File</b>	
File ID Number:	14-1864
Introduction Date:	09/23/14
Enactment Number:	14-1697
Enactment Date:	9-23-14
By:	<i>[Signature]</i>

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1415-0040**

-Office of Post Secondary Readiness -

**Approving Job Descriptions**

- Data Assessment Partner and School Improvement Partner-

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves the following job descriptions: Data Assessment Partner and School Improvement Partner-Office of Post Secondary Readiness, attached hereto, and confirms said job descriptions' placement on the salary schedules/ranges, as stated herein.

**Office of Post Secondary Readiness  
New Job Descriptions**

Classification Title

Data Assessment Partner, Office of Post-Secondary Readiness

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$ 66,487.93- \$ 89,063.54

261 days/7.5 hours or duty days and hours as assigned

Classification Title

School Improvement Partner, Office of Post-Secondary Readiness

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$ 76,031.35 - \$ 97,044.79

261 days/7.5 hours or duty days and hours as assigned

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent of Schools

September 23, 2014

<b>Legislative File</b>	
File ID Number:	14-1864
Introduction Date:	09/23/14
Enactment Number:	14-1697
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By:	Y

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Brigitte Marshall, Chief Talent Officer, Human Resources Services and Support

SUBJECT: Approval of Job Descriptions—Office of Post Secondary Readiness

- Data Assessment Partner
- School Improvement Partner



**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1415-0040, approving the following job descriptions for Data Assessment Partner and School Improvement Partner- Office of Post-Secondary Readiness.

**DISCUSSION**

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan and to have a written job description that is an accurate reflection of the scope and responsibilities for every position in the District, Human Resources Services and Support is presenting new job descriptions for positions in the Office of Post Secondary Readiness to complete assigned work.

**Office of Post Secondary Readiness**  
**New Job Descriptions**

Classification Title

Data Assessment Partner, Office of Post-Secondary Readiness

Salary Schedule/Range

Salary Schedule: WTCL

Range 57: \$ 66,487.93- \$ 89,063.54

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Salary Schedule: ADCL

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261 days/7.5 hours or duty days and hours as assigned

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1415-0040, approving the following job descriptions for Data Assessment Partner and School Improvement Partner-Office of Post-Secondary Readiness.

Passed by the following vote:

AYES: Jody London, Jumoke Hinton Hodge, Roseann Torres, Christopher Dobbins,  
Vice President James Harris and President David Kakishiba

NOES: None

ABSTAINED: None

ABSENT: Anne Washington

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 September 23, 2014.

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**OAKLAND UNIFIED SCHOOL DISTRICT**



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David Kakishiba  
President, Board of Education



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Antwan Wilson  
Superintendent and Secretary, Board of Education



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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Data Assessment Partner</b>	<b>REPORTS TO:</b>	<b>Network Superintendent</b>
<b>DEPARTMENT:</b>	<b>Office of Post Secondary Readiness</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: September 2014</b>	<b>SALARY GRADE:</b>	<b>WTCL 57</b>

**BASIC FUNCTION:** Under the direction of the Network Superintendent, the Data Assessment Partner serves as the primary coordinator and support person for school site data coordination, management and reporting. Partners will be responsible for supporting all aspects of data-driven instructional reform at their school sites. Support includes the accurate preparation and integration of data between systems, development of reports and dashboards for school administrators and Instructional Leadership Teams (ILTs) presenting it in a clear and concise manner.

This position interfaces with staff and faculty on a continual basis and requires a high degree of interpersonal skill and human relations ability. All job functions are to be executed with high quality customer service. Customers include school site administrators, teachers and staff, students, parents/guardians, ILTs, Network and Deputy Network Superintendents, District Leadership, central office staff and community members. Examples demonstrative of high quality service may include, but are not limited to, prompt responses to data inquiries, professional and courteous verbal and non-verbal communication, and proactive problem solving.

**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

Oversee collection, analysis and use of data to identify student learning assets, needs and support instructional improvement for accelerated growth; actively support Principal and classroom teachers in utilizing formative assessments, including school and District level assessments; provide relevant, timely and accurate information, while building the capacity to use the information to improve student performance and enhance instructional leadership.

Analyze trends and suggest ideas to improve performance based on academic, student engagement, educator effectiveness, social emotional, and college and career data.

Collaborate with school administrators and School Improvement Partners to disaggregate and interpret various types of data to measure and improve student achievement and program effectiveness.

Promote the utilization of action research, common formative, summative, and interim assessments to inform instruction and improvement strategies, and to identify and monitor at-risk students.

Use comparison, trend and benchmark data to drive instruction and assess the rate of school and classroom improvement.



Implement continuous improvement structures that focus on the use of data to improve instruction and ensure every student receives high quality teaching and learning.

Implement a range of comprehensive assessment tools that seamlessly match with curriculum to support rigorous standards-based instruction.

Facilitate the school's ability to establish and sustain systems and structures for continuous school improvement.

Collaborate with site and central office leadership to identify and eradicate inequities as identified by data, serving as an advocate of equitable outcomes for all students.

Effectively use the OUSD data management system to analyze and format data for Principal and teacher analysis.

Plan and co-facilitate with School Improvement Partners data analysis meetings with grade levels, leadership teams and School Site Councils.

Inform the development and monitoring of site's Balanced Score Card.

Implement a balanced assessment system to identify school-wide, grade level and student level strengths and weaknesses.

Collaborate with School Improvement Partners in managing the development and implementation of a process for collecting and presenting data on student outcomes to Principals, teachers, students, parents/guardians, ILTs, Network and Deputy Network Superintendents, District Leadership and other stakeholders.

Collaborate with school site administrator and School Improvement Partner in developing a culture of data-driven decision making and professional learning that guides measureable goal setting and action planning to support the development and implementation of an effective school improvement plan.

Ensure education data is easily assessable to school site administrators, teachers, parents/guardians, students, community, District leadership and other interested parties; deliver data in a manner that is easily understandable to all parties.

Conduct high-quality, sustained training sessions, presentations and workshops; provide information on the progress of network schools through presentations and written reports.

Provide professional development for Principals and teachers in accessing/interpreting data to track the progress of all students in their schools and provide leadership in assisting in bridging the achievement gap for identified students.

Collaborate with other Data Assessment Partners in tracking and reporting District-wide trends that will reveal where school improvement and intervention strategies are working; present findings to Principals, teachers, District Leadership and central office staff.

Attend district, state and national meeting to provide up to date techniques and programs; engage in continuing professional growth and keep abreast of recent developments in education and continuous school improvement processes through in-service, classes, research and conferences.

Perform related duties as assigned.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in education, educational research 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.

Three (3) years data analysis in a K-12 public educational environment, including school-level experience and 2 years coaching or mentoring Principals and/or teachers

Experience in analyzing student assessment data, instructional planning and professional development of school site staff

Strong data analysis skills for continuous instructional improvement preferred

Master's degree preferred

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License

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

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

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

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

Current research related to school reform, school improvement and educational equity

Current testing and assessment processes, strategies and designs

Utilization of various forms of assessment to guide and design instruction

Research and evaluation, data collection, processing, analysis and reporting

Methodology used in educational research design and statistical analysis

Planning, organization, and direction of student assessment activities

Educational testing principles and practices

Theory and practice related to student learning, program evaluation, and educational measurement

Computer capabilities and data processing applications

Database systems and data management

Test/survey design and development

Interpersonal skills using tact, patience and courtesy

Operation of a computer and assigned software including desktop publishing, charts and graphics, word processing and spreadsheets

Computer software applications relevant to social science research and assessment development

Statistical and mathematical computations and measurements

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Plan, coordinate, design, and conduct activities related to assessment, research, and evaluation

Collaborate with District and school-based administrators

Extract, analyze, display and report data using District systems

Serve as a trainer and technical resource in, assessment administration and related software systems for processing and reporting results

Accurately analyze and interpret assessment, research, and evaluation results and provide clear and concise narrative and graphic explanations of data and trends

Present data in a clear, concise way to multiple stakeholders

Plan and analyze work to utilize the capabilities of available equipment and software

Make accurate mathematical and statistical computations

Maintain current knowledge of trends and advances in the field

Interpret, apply and explain rules, regulations, policies and procedures



Establish and maintain cooperative and effective working relationships with others

Analyze situations accurately and adopt an effective course of action

Meet schedules and time lines

Work independently with little direction

Complete assignments successfully with minimal direction and supervision

Plan and organize work

Prepare comprehensive narrative and statistical reports

Demonstrate effective written and oral communication skills, including content communication, conciseness, grammar and usage

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

Establish and maintain effective working relationships among diverse groups of students, parents, District staff and the community across race, ethnicity, religion, gender, class, and sexuality

Operate personal computer, related software, and other office equipment

**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

<b>TITLE:</b>	<b>School Improvement Partner (SIP)</b>	<b>REPORTS TO:</b>	<b>Network Superintendent</b>
<b>DEPARTMENT:</b>	<b>Office of Post Secondary Readiness</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: September 2014</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under the direction of the Network Superintendent, the School Improvement Partner is a strategic thought-partner to Principals, Instructional Leadership Teams (ILT), Network Superintendents and Deputy Network Superintendents. The School Improvement Partner will assist in providing schools with guidance and support in facilitating strategic data inquiry to make instructional improvements; facilitating Principal and teacher collaboration and training using benchmark data and student work; and creating systems and structures to build professional capacity. The SIP provides leadership in evaluating school performance, identifying priorities for improvement and planning effective change. Partners ensure the implementation of professional development, District curriculum, Community Schools Strategic Site Plans (CSSSP) and program monitoring.

Partners develop a coaching relationship with the Principal with the goal of learning together, thereby improving instruction, student achievement and the overall school environments.

**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 direct ongoing support, coaching, mentoring, facilitation and technical assistance to Principal partners to achieve objectives and complete deliverables.

Assist the school administrators in developing a culture of data-driven decision making and professional learning that guides measurable goal setting and action planning to support the development and implementation of an effective school improvement plan.

Provide coaching to school administrators in the use of data to judge the impact of instructional programs on student learning and school and community improvement.

Coordinate training for school leadership to move them effectively through the school improvement process.

Facilitate mutual problem solving to assist Principals in implementing and mastering best practice leadership skills.

Serve as a strategic thought-partner to Principals, ILTs, and Network and Deputy Network Superintendents in the use of instructional frameworks, high impact best practices, formative assessments, benchmark assessments, differentiation, timely adjustments and modification of instruction and Response to Intervention (ROI).

Assist in assessing current practices and capacity around implementing results oriented cycles of inquiry.



Collaborate with Data Assessment Partners in managing the development and implementation of a process for collecting and presenting data on student outcomes to Principals, teachers, students, parents/guardians, ILTs, Network and Deputy Network Superintendents, District Leadership and other stakeholders.

Develop expertise in continuous improvement process, methods and tools to educate and support Principals, Instructional Leadership Teams, Network and Deputy Network Superintendents and community partners.

Assist in the selection of researched-based continuous improvement processes and professional development to offer the greatest opportunities for improvement in student achievement.

Develop and cultivate relationships with parents, community stakeholders, including leaders in education, business, faith, nonprofit, philanthropic and civic sectors.

Assist Principal and school leaders in managing a committee of community partners to build capacity and oversee progress on collaborative continuous improvement around key strategies.

Establish an easy replicable process for completing an annual progress report to ensure reporting becomes part of standard work related to educational progress in the Network.

Develop procedures and provide guidance in developing, implementing and monitoring and revising the CSSSP.

Assist site leaders in focusing on instruction and professional learning of school site staff, build capacity of instructional staff to deliver a data-driven instructional cycle, implement curriculum and pedagogy aligned to the Common Core and Next Generation Science Standards (NGSS) and dramatically increase student learning outcomes.

Develop professional learning opportunities for Assistant Principals to support transition to the Common Core and NGSS.

Assist Network Superintendents and Network Deputy Superintendents with quality monitoring.

Conduct high-quality, sustained training sessions, presentations and workshops; provide information on the progress of network schools through presentations and written reports.

Attend District, state and national meeting to provide up to date techniques and programs; engage in continuing professional growth and keep abreast of recent developments in education and continuous school improvement processes through in-service, classes, research and conferences.

Perform related duties as assigned.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in education, research, social work, social policy, planning or public health preferred. 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 data analysis, evaluation, research, and/or school reform

Strong instructional and administrative knowledge required

Excellent project management, organizational, problem-solving, analytical skills and leadership required

Knowledge of the continuous improvement model and process preferred

Experience or coursework in research and evaluation, data inquiry, curriculum, professional/adult coaching and learning and/or facilitation preferred

Master's degree preferred

### **LICENSES AND OTHER REQUIREMENTS:**

Valid Administrative Services Credential preferred but not required

Valid California Teaching Credential with English Learner authorization preferred but not required

Valid California Driver's License

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

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum

Response to Intervention principles and techniques

Full Service Community School movement

Current District curriculum and school instructional programs and strategies

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

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

Technology as it relates to education

Interpersonal skills using tact, patience and courtesy

Knowledge of organizations, operations, policies and objectives of public education

Planning, organization and coordination needed for assigned program

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

Group facilitation and professional development

Excellent English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology (Google platform)

**ABILITY TO:**

Continuously seek quality service and process improvements in order to support a mission and strategic vision

Use a consultative approach to resolving work related issues

Establish, coordinate and maintain communication with school staff, community and parent groups

Plan and organize work

Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Analyze situations accurately and adopt an effective course of action

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

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

Complete work with many interruptions

Read, interpret, apply and explain rules, regulations, policies and procedures

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

Prepare and deliver oral presentations

Operate personal computer, related software, and other office equipment

**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.