

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

November 5, 2014

| Legislative File | |
|-------------------------|----------|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/05/14 |
| Enactment Number: | 14-1857 |
| Enactment Date: | 11/5/14 |
| By: | RA |

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, Human Resources Services and Support, Early Childhood Education Department and Communications Department

- Coordinator, Work-Based Learning
- Deputy Chief, Early Childhood Learning
- Deputy Chief, Talent Management
- Manager, Internal and Web Communications
- Manager, Publications

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1415-0101, approving the following job descriptions: Coordinator, Work-Based Learning; Deputy Chief, Early Childhood Learning; ; Deputy Chief, Talent Management; Manager, Internal and Web Communications; and Manager, Publications.

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 Office of Post Secondary Readiness, Early Childhood Education Department, Human Resources Services and Support, and Communications Department to complete assigned work.

Office of Post Secondary Readiness

New Job Description

Classification Title

Coordinator, Work-Based Learning,
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 days and hours as assigned

Early Childhood Education Department

New Job Description

Classification Title

Deputy Chief, Early Childhood Learning,
Early Childhood Education Department

Salary Schedule/Range

Salary Grade: Contract

227 days

Human Resources Services and Support

New Job Description

Classification Title

Deputy Chief, Talent Management,
Human Resources Services and Support

Salary Schedule/Range

Salary Grade: Contract

261 days

Communications Department

New Job Description

Classification Title

Manager, Internal and Web Communications,
Communications Department

Salary Schedule/Range

Salary Schedule: CFCA

Range 17: \$ 73,215.37 - \$ 93,431.65

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

Classification Title

Manager, Publications,
Communications Department

Salary Schedule/Range

Salary Schedule: CFCA

Range 16: \$ 69,718.70 - \$ 88,980.25

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. 1415-0101, approving the following job descriptions:
Coordinator, Work-Based Learning; Deputy Chief, Early Childhood Learning; ; Deputy Chief, Talent Management;
Manager, Internal and Web Communications; and Manager, Publications.

| Legislative File | |
|-------------------------|------------|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/05/2014 |
| Enactment Number: | 14-1851 |
| Enactment Date: | 11/5/14 |
| By: | DS |
| | |

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1415-0101**

– Office of Post Secondary Readiness, Early Childhood Education, Human Resources Services and Support, and Communications Department -

Approving Job Descriptions

- Coordinator, Work-Based Learning; Deputy Chief, Early Childhood Learning; Deputy Chief, Talent Management; Manager, Internal and Web Communications; and Manager, Publications -

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: Coordinator, Work-Based Learning, Office of Post Secondary Readiness; Deputy Chief, Early Childhood Learning, Early Childhood Education Department; Deputy Chief, Talent Management, Human Resources Services and Support; Manager, Internal and Web Communications and Manager, Publications, Communications Department, attached hereto, and confirms said job descriptions' placement on the salary schedules/ranges or employment contracts, as stated herein.

Office of Post Secondary Readiness

New Job Description

Classification Title

Coordinator, Work-Based Learning,
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 days and hours as assigned

Early Childhood Education Department

New Job Description

Classification Title

Deputy Chief, Early Childhood Learning,
Early Childhood Education Department

Salary Schedule/Range

Salary Grade: Contract

227 days

Human Resources Services and Support

New Job Description

Classification Title

Deputy Chief, Talent Management,
Human Resources Services and Support

Salary Schedule/Range

Salary Grade: Contract

261 days

Communications Department

New Job Description

Classification Title

Manager, Internal and Web Communications,
Communications Department

Salary Schedule/Range

Salary Schedule: CFCA

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Salary Schedule/Range

Salary Schedule: CFCA

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

Passed by the following vote:

AYES: Jody London, Christopher Dobbins, Roseann Torres, Anne Campbell Washington, Vice President
James Harris

NOES: None


ABSTAINED: None

ABSENT: President David Kakishiba

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 November 5, 2014.

| Legislative File | |
|-------------------------|------------|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/05/2014 |
| Enactment Number: | 14-1851 |
| Enactment Date: | 11/05/2014 |
| By: | <i>DL</i> |

OAKLAND UNIFIED SCHOOL DISTRICT



David Kakishiba
President, Board of Education



Antwan Wilson
Superintendent and Secretary, Board of Education

| Legislative File | |
|--------------------|------------|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/05/2014 |
| Enactment Number: | 14-851 |
| Enactment Date: | 11/5/14 |
| By: | OS |



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

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|--------------------|---|------------------------|---|
| TITLE: | Coordinator, Work-Based Learning | REPORTS TO: | Assigned Supervisor |
| DEPARTMENT: | Office of Post-Secondary Readiness | CLASSIFICATION: | Classified Management |
| FLSA: | Exempt | WORK YEAR/HOURS | 261 days / 7.5 hours or days and hours as assigned |
| ISSUED: | Created: November 2014 | SALARY GRADE: | ADCL 16 |

BASIC FUNCTION: Under minimal supervision, support the District's strategic plan to ensure all students are college, career and community ready. Promote the District's mission of graduating students who are college, career, and community ready by leveraging relationships within the local and national communities to ensure all secondary school students, including those with alternative educational needs, have the means, opportunity, and preparation to attend college and to function effectively in the work place. Develop, coordinate and manage the College and Career Pathways and other initiatives aimed at helping more students succeed academically, including a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.

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, develop and implement work-based learning activities with employers and District schools; research best practices in similar/related schools; facilitate and support Linked Learning College and Career Pathway teams in establishing and promoting a full continuum of work-based learning opportunities that are aligned to pathway student learning outcomes and the OUSD Graduate Profile for all Linked Learning College and Career Pathway students, include special populations for academic enrichment.

Develop school site systems to build and maintain strong ongoing relationships with business and community partners and assist with monitoring systems implemented for effectiveness to ensure compliance of work-based learning programs with state and federal regulations.

Collaborate with school site and District counseling staff, teachers and site administrators to implement a sequential work-based learning system.

Partner with the school site principal, community school managers and instructional leadership team to implement and advocate for the college and career pathway improvement plans as it pertains to the development of a robust work-based learning program.

Coordinate the development and maintenance of up-to-date employer/labor database to provide reports on business and community participation in work-based learning.

Act as a contact for employers with project issues, concerns, unique industry needs; interact with and manage students under their supervision during work-based learning experiences.

Collaborate with the OUSD Workforce and Economic Development office to coordinate business leaders, companies, professional organizations and other agencies to link opportunities for students in career-related learning including internships, mentoring relationships, professional portfolio and senior exhibitions/defenses, labor market panels and other career/work related activities.

Coordinate strategic partnerships for Linked Learning College and Career Pathways that involve business and community-based organizations to leverage resources and opportunities for all students, including special populations targeted for academic enrichment.

Collaborate with the OUSD office of Workforce Development, school side pathway coaches and CTE Specialists to develop a system to monitor student progress through work-based learning experiences; collect, analyze and maintain necessary records on type, quantity and quality of work-based learning experiences; prepare and process written materials and documents to disseminate information regarding student's status and progression.

Research and identify potential sources of funding for work-based learning opportunities.

Research, identify, and process new sources of career/work related opportunities and career readiness.

Participate and attend meetings, workshops and conferences related to employment trends and strategies.

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

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). 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 of experience coordinating District-level and school site initiatives and programs

Experience as a classroom teacher required

LICENSES AND OTHER REQUIREMENTS:

Valid California (or Out-of-State) Teaching Credential with English Learner authorization preferred

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

Current District curriculum and school instructional programs in assigned area

Linked Learning preferred

Strategic direction of the District

Federal, state, and District policies and mandates related to work scope

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

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

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

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

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

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

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

Address the needs of identified English Learner communities

Maintain accurate records

Cross-train department personnel

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

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.

| Legislative File | |
|--------------------|------------|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/05/2014 |
| Enactment Number: | 14-1881 |
| Enactment Date: | 11/5/14 |
| By: | CA |



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

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|--------------------|---|-------------------------|---|
| TITLE: | Deputy Chief, Early Childhood Learning | REPORTS TO: | Chief Academic Officer |
| DEPARTMENT: | Early Childhood Education | CLASSIFICATION: | Certificated Management Confidential |
| FLSA: | Exempt | WORK YEAR/HOURS: | 227 days |
| ISSUED: | Created: November 2014 | SALARY GRADE: | Contract |

BASIC FUNCTION: Under the direction of the Chief Academic Officer, the Deputy Chief of Early Childhood Learning is responsible for working with schools to implement rigorous curricula throughout early childhood classrooms in the District. The Deputy Chief will work with site administrators, early childhood teachers and program directors to evaluate data on student progress and will advise on how to use interventions, coaches and other supports effectively. The Deputy Chief will lead and supervise Early Childhood Education and Transitional Kindergarten and schedule and plan professional development for all staff.

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

Work with the early childhood instructional staff at OUSD schools to improve training, curriculum, interventions and achievement for all students in PreK-3; ensure all staff that support PreK-3 programs are knowledgeable of the National Association for the Education of Young Children (NAEYC) accepted principles of developmentally appropriate practices and PreK-3 components and are competent to promote high-quality PreK-3 throughout the District.

Oversee curriculum implementation and ensure the District adopts cohesive articulated curriculum and assessments for preschool through early elementary years that reflects appropriate developmental principles; play a facilitative role to ensure all District departments, Child Development Centers and Elementary Schools have the developmental knowledge and practice to implement the adopted curriculum, assessment, and instructional approach(es).

Analyze data to support schools in decision-making around curricula, coaching, interventions and other instructional supports.

Shape the vision and identify strategic directions for programs within the department to ensure all services provided are consistent with the District's Strategic Plan and equitable for all students.

Ensure all early learning work in the District is consistent with and supports horizontal alignment (within grades) and vertically (across grades) with the California Preschool Foundations, California Content Standards, and National Core Standards.

Collaborate with other District departments and programs to develop effective and strategic instructional programs and to plan high quality professional development for site staff to improve learning and teaching in classrooms and to eliminate the achievement gap.

Lead OUSD efforts to work towards closing the achievement gap for students by Kindergarten.

Lead and coordinate birth through grade 3 initiatives and programs and collaborate with city, county and state agencies and officials to link early learning initiatives.

Develop partnerships and collaborative structures to support systems change and program improvement across Oakland's early learning community.

Work with Special Education and with other key stakeholders to build inclusive practices in preschool through elementary grades to ensure accessibility, high quality and smooth transitions of children with special needs.

Develop department strategy across multiple programs with clear, specific, and ambitious performance measures related to priorities; coordinate and direct the work of staff based on priorities and strategic context.

Track the progress of multiple programs within larger strategic context and intervene where necessary to resolve complex obstacles to success; interpret impact of changes in policy and regulation on department and District strategy.

Partner with appropriate staff to evaluate existing programs, services and practices and expand those that are most effective and reduce or eliminate those that are less effective; utilize resources to provide appropriate professional development and coaching for schools and site administrators.

Assess department's programmatic talent needs and implements hiring, training/professional development strategies, and organizational design appropriately; guide and coach direct reports and other team members; keep department staff informed of internal and external developments affecting their areas of responsibility.

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

Identify and systematize successful operational and project management methods across the department; develop and implement annual department budget and allocation of staff and resources.

Direct the identification and pursuit of funding opportunities available through grants and federal and state legislation to improve early childhood education for all students.

Drive the gathering and analysis of data for internal and external reporting; evaluate, on quantitative and qualitative basis, effectiveness of programs and special projects towards meeting established goals and objectives.

Stay closely aware of projects, high-level initiatives, and emerging issues across OUSD and proactively collaborate with staff and others to adjust department approach based on changes in direction, priorities, and resources.

Keep informed about innovations, developments in policy, and research and advises the Leadership Team and senior management team on proposed legislation, policies, and procedures affecting the specific department and projects assigned.

Build senior-level relationships across internal departments and offices to drive collaboration and project success; interact with and respond effectively to urgent requests from multiple internal and external District stakeholders.

Serve as an advocate for the importance of early education and early childhood special education within the District and beyond; understand policies, procedures and legislation which govern the delivery of programs, particularly early childhood programs and special education.

Represent or delegate representation to local, county, state and federal agencies, and community organizations involved with serving families with young children to gather and disseminate information; participate in statewide groups and provide feedback to appropriate parties regarding legislative initiatives at the state and national level that may impact the delivery of programs and services.

Support and carry out the mission to transform Oakland Public Schools and close the achievement gap.

Establish and maintain clear, consistent interactions with parents, families and community partners to receive input and feedback on the effectiveness of our schools and programs, and to resolve concerns.

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

Use executive judgment to solve problems and manage crises.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in administrative education or early childhood education required. A Doctorial degree preferred.

Seven (7) years of professional experience in leading early learning and elementary education

Deep knowledge of the positive role a District's early childhood programs can play in supporting schools in improving student achievement

Knowledge and experience in both early education (birth to 5) and early childhood special education

Knowledge and experience with K-3 programs

Knowledge and experience working with English Language Learners and best practices for language acquisition

Knowledge of Common Core Standards, Preschool Teaching and Learning Standards, Highly Effective Preschool Practices and Developmentally Appropriate Practices

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

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

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

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

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

Should be familiar with content areas in terms of trends within various disciplines, i.e., reading, mathematics, special education, ESL, and social emotional learning

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

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

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

Valid California Teaching Credential

Valid California Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Bilingual preferred but not required

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

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

Curricular frameworks, pedagogy and quality classroom materials

Urban school system environment and commitment to improving student achievement

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

Current District curriculum and school instructional programs

Effective staff development programs and strategies

Utilization of various forms of assessment to guide and design instruction

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

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

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

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

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

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

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

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

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

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

Be positive, principled and a role model

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

Build and maintain strong relationships

Work successfully alone or on a team

Coach, coordinate and lead teams

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

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

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

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

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

Skillfully navigate existing political structures and systems

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS ENVIRONMENT:

Office 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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| Enactment Number: | 14-1851 |
| Enactment Date: | 11/5/14 |
| By: | OA |



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

| | | | |
|--------------------|--|------------------------|--|
| TITLE: | Deputy Chief, Talent Management | REPORTS TO: | Chief Talent Officer |
| DEPARTMENT: | Human Resources Services and Support (HRSS) | CLASSIFICATION: | Classified Management, Confidential |
| FLSA: | Exempt | WORK YEAR/HOURS | 261 days |
| ISSUED: | Created: November 2014 | SALARY GRADE: | Contract |

BASIC FUNCTION: Under minimum supervision, the Deputy Chief of Talent Management must have the capacity to conceptualize and execute on many levels. Perform professional, highly complex tasks to develop and implement effective talent management practices and principles. Perform independent, specialized tasks in building and retaining a highly qualified workforce in support of schools and departments. The Deputy Chief of Talent Management is empowered to build high quality systems and support to measurably improve District schools by developing and retaining the best educators and staff members.

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

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

ESSENTIAL FUNCTIONS

Collaborate with the Chief Talent Officer (CTO) in championing the strategic direction of programs, policies, and services that are responsive to the Human Capital needs of the District and that are integrated with the District strategic goals.

Develop and implement national best practice strategies to support effective talent management practices by central office leaders, principals and academic department heads.

Plan, organize, manage, and direct the daily operations of assigned functions within the HRSS department to ensure smooth and efficient delivery of high quality services that comply with laws, policies, and regulations to meet the needs of the District.

Manage the processes to establish and maintain the system wide definitions of effective teaching and leadership in partnership with labor partners.

Collaborate with the other divisions in the integration and implementation of district-wide systems of educator effectiveness.

Provide leadership and vision to revise the systems of growth and development for teachers and leaders, including the systems of evaluation, professional learning, and induction.

Manage and direct improvements to the teacher and principal performance management processes, including evaluation, remediation and dismissal.

Articulate and implement a set of tiered supports to provide all employees with tools to improve performance.

Develop and implement a consistent, calibrated and rigorous comprehensive classified and certificated performance management and evaluation tool for supervisory and management staff at all levels; provide support in the teacher evaluation process.

Collaborate with Chief Talent Officer to lead a team of Human Resources School Partners in providing individual support to principals on a broad range of strategic human resources issues, including employee staffing and retention, employee performance management, employee training and development, and labor and employer/employee relations.

Oversee the creation and implementation of a training and development program for school administrators on progressive talent management strategies and practices for certificated and classified staff.

Oversee implementation of the tenure affirmation process.

Create conditions for sustainable change in certificated and classified induction, training, retention, and evaluation.

Engage Labor partners to discuss induction, training, retention, and evaluation.

Develop an OUSD "grow our own" leadership pipeline, building and strengthening partnerships with local administrative credential programs and other leadership development programs, with an emphasis on developing leadership pipeline that is reflective of OUSD students and families racial, linguistic and cultural diversity.

Collaborate with District staff on the principal community matching process and engage with school communities to form principal recommendation committees; develop protocols for facilitating school communities' engagement with principal selection process.

Collaborate with Teaching and Learning, and Special Education staff to support the development of a Special Education internship credential program and a credential program that supports Special Education teachers to clear their preliminary teaching credential.

Establish a working environment for all District employees which promotes fairness and equity in HR practices and ensures compliance with all Federal and State employment laws and district policies.

Assist with the long-range strategic planning of human resources and talent management goals and objectives and the development of measures of achievement and effectiveness.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; provide for appropriate research and compile accurate reports to ensure the integrity and credibility of the District.

Assist with reviewing board policies, administrative regulations, proposed legislative and changes to laws concerning personnel practices and ensure implementation within the District; take appropriate action in order to ensure compliance with existing rules and regulations.

Collaborate with internal staff and community partners to provide career guidance, counseling and coaching to certificated and classified staff who need improvement in their current position and employees approaching layoff.

Work with other members of the leadership team to support and execute the goals of the Human Resources Services and Support Department.

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 Public Administration, Education, Public Policy or Social Sciences 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.

Five (5) years of experience in school administration, developing performance management and career guidance programs and staff management.

Experience as school administrator and/or in principal leadership development

Experience working in an urban school district preferred

Experience working in or with organizations engaged in a significant reform effort; re-engineering operations and processes; developing new strategies; and leading change initiatives

Demonstrated commitment to high expectations and accountability for human resource objectives and performance levels

Strong collaborative problem-solving skills including the ability to partner with key stakeholders to build consensus and develop innovative solutions that foster resolution

Strong understanding of and experience using technology and automation solutions governing Human Resources

Effective and diplomatic communication skills both verbally and written; experience with public speaking

Demonstrated experience in employment law regulatory knowledge and reporting compliance

Influential experience with labor relations and CBA negotiations

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

Master's degree preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential preferred

Valid California Driver's License

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

Ability to work evenings and weekends when necessary

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Strategic direction of the District

Applicable laws, codes, regulations, policies, and procedures including the American With Disabilities Act, Fair Labor Standards Act, Family Medical Leave Act, Due Process, Equal Pay Act, Vietnam Era Adjustment Act, Age Discrimination in Employment Act, Health Insurance Portability Act, Education Code, child abuse reporting requirements, sexual harassment, and other state and federal laws

Employee-employer relations, negotiation techniques and bargaining unit agreements

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

Budget preparation, laws, regulations, policies and procedures governing human resources functions

Credentialing procedures, requirements, and rules of the California Commission on Teaching Credentialing

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Think strategically and systemically, and participate in long-term strategic planning

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Design, develop and implement broad strategic initiatives and work plans

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

Facilitate discussion and learning activities towards a clear end

Interpret District collective bargaining contract language

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

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

Communicate patience and courtesy in a manner that reflects positively on the organization

Implement plans and evaluate their outcomes

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

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

Solve complex problems and think boldly to maximize new opportunities using a data-driven approach

Adapt to feedback and focus on continuous improvement

Design, conduct and cross-train department personnel

Communicate effectively in English orally and in writing

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:


Office environment 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.

| Legislative File | |
|--------------------|---|
| File ID Number: | 14-2175 |
| Introduction Date: | 11/5/2014 |
| Enactment Number: | 14-1851 |
| Enactment Date: | 11/5/14 |
| By: |  |



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

| | | | |
|--------------------|---|------------------------|--|
| TITLE: | Manager, Internal and Web Communications | REPORTS TO: | Assigned Supervisor |
| DEPARTMENT: | Communications | CLASSIFICATION: | Classified Management Confidential |
| FLSA: | Exempt | WORK YEAR/HOURS | 261 days / 7.5 hours or duty days and hours as assigned |
| ISSUED: | Created: November 2014 | SALARY GRADE: | CFCA 17 |

BASIC FUNCTION: Develop and execute internal communications plans for the District. Coordinate digital communications across the District and community with many audiences; shepherd the District's social media, and interactive efforts, manage the District's digital presence on the web and other digital venues; work closely with the Director, Communications and other key administrators to identify and broadcast messages for the District's communications channels; develop and implement a strategy for the District's digital presence.

In addition to these duties, manage annual Communication projects and electronic publications.

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

Lead the strategy, execution, and implementation of internal and digital communications for the District, including the website and social media.

Work closely with the Director, Communications and other staff to ensure an integrated, strategic and consistent approach to all aspects of the District's digital presence; ensure accurate messaging across all online channels.

Serve as the point person with vendors for all digital marketing efforts, including paid online media, search engine marketing, interactive marketing, internal/external partnerships, etc...

Track the impact of District's digital presence.

Manage the District's online response to crises.

Serve as webmaster of the District's public websites for content purposes.

Collaborate with other District departments in developing, maintaining and updating the District's website and intranet.

Serve as a resource to department managers responsible for updating content in their respective subject areas.

Serve as lead trainer on the District's online Content Management platforms for department and school-based content liaisons.

Coordinate the dissemination of messages and digital/social media traffic between the District and key stakeholders including staff, parents, students, partners, community organizations and others.

Collaborate with Technology Services staff to troubleshoot issues that arise with the performance of the website to ensure satisfaction of internal and external users; work with Communications staff, Technology Services and other departments to implement and update practices.

Serve as the management liaison between Information Technology staff and Central Office Communications team with regard to issues involving the hosting company and internet/social media service providers.

Coordinate efforts to provide a full range of e-communications programs designed to create and maintain favorable public relations for the District, both internally and for the community at large.

Review statistics, monitors analytics and provide regular updates and analyses of the District website traffic.

Produce regular web analytics reports for the Director, Communications and other District staff.

Prepare and report updates of website progress and propose strategies for improving District's website, digital video and social media capabilities.

Collaborate with Technology Services and Legal staff to develop and implement District policies on digital communications.

Attend training to ensure skill level in various technologies is at the level required to perform in current position.

Maintain timely and accurate information; accountable for the quality of information maintained by those supervised.

Assist in the layout and design of District Internet and Intranet web pages, and department and school websites.

Manage regular updates to OUSD online photo library (collection of photos with digital files made available to all employees or District representatives for use in OUSD materials/on OUSD websites, or for approved partners/media).

Provide communications support for Community Schools and Student Services family engagement events including flyer development, online promotion and the creation of online registration forms.

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

Safeguard confidential, privileged information.

Manage, support development of, and evaluate assigned staff.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree in communications, publishing, public relations, journalism or related field from an accredited college or university and three years of progressive responsible experience in media, publishing public relations, or related field.

Experience in managing large scale internet and intranet site used by diverse group of stakeholders

Experience in digital communication, web design/marketing or related field

Proven experience in developing and implementing digital communications policies and practices

Master's degree preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Work evening and weekend events as required.

Post important notices in evenings and weekends, as needed

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

A wide range of programs, and applications, including Web and content management solutions, as well as social media and other electronic communication tools

Standards for Website management and development

Methods of communication and media selection appropriate to a community with a diverse population in ethnic and socio-economic terms

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Planning, organization and coordination needed for assigned program

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

ABILITY TO:

Develop and implement internal communication plans and digital communications policies and practices

Develop solutions, recommendations and modifications for the Web and other electronic communication vehicles to support and enhance effective communication about OUSD schools

Provide training, oversight, and support for school and department web editors

Communicate effectively, both verbally and in writing

Work collaboratively with people in a culturally diverse setting

Establish and maintain effective working relationships with various internal and external stakeholders

Effectively multi-task in a fast-paced, deadline intensive environment, and work across multiple service organizations simultaneously and flexibly

Quickly solve problems, take risks, and identify contingency plans when necessary

Develop and present a compelling case for new ideas

Complete projects on-time with constant interruptions

Manage projects involving cross-functional teams comprised of individuals who do not report to you

Write, proofread, and edit with a demonstrated ability to tell stories and to translate technical or complex subjects for various audiences

Plan and execute communications across a range of communication channels including web-based platforms and social media

WORKING CONDITIONS

ENVIRONMENT:

Office environment 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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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

| | | | |
|--------------------|-------------------------------|------------------------|--|
| TITLE: | Manager, Publications | REPORTS TO: | Assigned Supervisor |
| DEPARTMENT: | Communications | CLASSIFICATION: | Classified Management Confidential |
| FLSA: | Exempt | WORK YEAR/HOURS | 261 days / 7.5 hours or duty days and hours as assigned |
| ISSUED: | Created: November 2014 | SALARY GRADE: | CFCA 16 |

BASIC FUNCTION: Produces copy for communications activities, including production of content for all internal publications, promotional brochures, departmental newsletters, media releases, advertising, and other communications. Responsible for managing brand messaging platforms across the District through communication/media planning and overseeing internal, day-to-day operations of the Communications Department.

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

Research, write, fact-check, edit, and post/place articles/releases reflecting program of work at OUSD as well as event promotion as needed.

Produce the content for publications, collateral, and multimedia material, including, but not limited to, newsletters, brochures, advertising, promotional and development initiatives; some photography.

Perform all functions for media event preparation, inclusive of securing a site, preparing press packets, media advisories/invitations, and meeting audio/visual needs.

Work with Director of Communications on crafting and incorporating brand messaging.

Produce and coordinate information in conjunction with Manager, Internal and Web Communications.

Work with Director of Communications on production of project-based presentations, including PowerPoint, signage, electronic communications, brochures/flyers and other.

Write for external publications as assigned.

Work with Director of Communications to develop and implement proactive media relations strategies to support the public relations efforts of the District.

Work with other departments to coordinate production of District's annual Parent Guide and Options Guides, and other publications as assigned.

Manage campaigns and projects, including, but not limited to, the Back-to-School Campaign, Attendance Promotion, Enrollment Period, Registration Period, College Bound Graduates, School Directory and School Calendar.

Create original copy of materials and documents when appropriate, including general pieces about the District, activities, etc..., as well as other documents as assigned, working in concert with appropriate staff.

Manage relationships with external vendors, consultants, and community partners when working in collaboration on campaigns or publications.

Manage letterhead and business card design, online ordering system, and vendor relationship for all District departments and schools.

Maintain District Brand Guidelines and encourage consistent use of branding throughout OUSD.

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

Attend training to ensure skill level in various technologies is at the level required to perform in current position.

Safeguard confidential, privileged information.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Bachelor's degree in communications, publishing, public relations, journalism, English, or related field from an accredited college or university.

Three (3) years of experience in media, publishing, public relations, or a related field

Proven experience in developing and implementing communications policies, practices, and campaigns

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

Work evenings and weekends, as needed

Post important notices in evenings and weekends, as needed

Spanish fluency, preferred but not required

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

A wide range of programs, and applications, including content management solutions, publishing and design software, and social media and other electronic communication tools

Methods of communication and media selection appropriate to a community with a diverse socio-economic population

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Planning, organization and coordination needed for assigned program

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

ABILITY TO:

Develop and implement communications policies, practices and campaigns

Communicate effectively, both verbally and in writing

Write, proofread, and edit with a demonstrated ability to tell stories and to translate technical or complex subjects for various audiences

Plan and execute communications across a range of communication channels including web-based platforms and social media

Work collaboratively with people in a culturally diverse setting and with a variety of internal and external stakeholders

Establish and maintain effective working relationships with administrators, supervisors, school personnel and the general public

Effectively multi-task in a fast-paced, deadline intensive environment, and work across multiple service organizations simultaneously and flexibly

Quickly solve problems, take risks, and identify contingency plans when necessary

Develop and present a compelling case for new ideas

Develop and implement digital communications policies and practices

Develop solutions, recommendations and modifications to support and enhance effective communication about OUSD schools

Provide training, oversight, and support for school and department web editors

Complete projects on-time with constant interruptions

Manage projects involving cross-functional teams comprised of individuals who do not report to you

WORKING CONDITIONS ENVIRONMENT:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions, frequent evening and weekend work

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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