

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

June 22, 2016

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	02

TO: Board of Education

FROM: Antwan Wilson, Superintendent
Tara Gard, Interim Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Positions – Academic Division; Communications and Public Relations; Early Childhood Education; Nutrition Services; Police Services; Student Services; Teaching and Learning; Technology Services and Departments, As Assigned

1. Assistant, Employee Services
2. Assistant, Newcomer Learning Lab
3. Assistant, Recruitment
4. Coordinator, Early Elementary Literacy
5. Coordinator, Leave Management
6. Coordinator, Online Professional Development
7. Coordinator, School Data and Assessment Systems
8. Coordinator, Talent Management
9. Deputy Chief, Student Services
10. Director, HR Operations
11. Director, Payroll
12. Director, Quality, Enhancement and Professional Development
13. Director, Talent
14. Executive Director, Educator Effectiveness
15. Executive Director, PEC
16. Executive Director, Software Data Systems and Support
17. Executive Director, Technology Services
18. Manager, Central Kitchen I & II
19. Manager, Classification and HR Operations
20. Manager, Leadership Growth and Development Systems
21. Manager, Recruitment
22. Manager, Teacher Growth and Development Systems
23. Operations Engineer
24. Producer
25. School Enrichment Recess Coach
26. Specialist, Behavior
27. Specialist, Educator Effectiveness
28. Specialist, Enrollment ECE
29. Specialist, Interpreter Translator
30. Specialist, School Technology
31. Student Assignment Counselor
32. Supervisor, Instructional Materials
33. Supervisor, Menu Planning
34. Technician, Fingerprint

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1516-0246 for the creation/revision of job descriptions:

Assistant, Employee Services; Assistant, Newcomer Learning Lab; Assistant, Recruitment; Coordinator, Early Elementary Literacy; Coordinator, Leave Management; Coordinator, Online Professional Development; Coordinator, School Data and Assessment Systems; Coordinator, Talent Management; Deputy Chief, Student Services; Director, HR Operations; Director, Payroll; Director, Quality, Enhancement and Professional Development; Director, Talent; Employee Services Assistant; Executive Director, Educator Effectiveness; Executive Director, PEC; Executive Director, Software Data Systems and Support; Executive Director, Technology Services; Manager, Central Kitchen I & II; Manager, Classification and HR Operations; Manager, Leadership Growth and Development Systems; Manager, Recruitment; Manager, Teacher Growth and Development Systems; Operations Engineer; Producer; School Enrichment Recess Coach; Specialist, Behavior; Specialist, Educator Effectiveness; Specialist, Enrollment ECE; Specialist, Interpreter Translator; Specialist, School Technology; Student Assignment Counselor; Supervisor, Instructional Materials; Supervisor, Menu Planning; Technician, Fingerprint for Academic Division; Communications and Public Relations; Early Childhood Education; Nutrition Services; Police Services; Student Services; Teaching and Learning; Technology Services and Departments, As Assigned.

BACKGROUND:

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

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1516-0246 for the creation/revision of job descriptions: Assistant, Employee Services; Assistant, Newcomer Learning Lab; Assistant, Recruitment; Coordinator, Early Elementary Literacy; Coordinator, Leave Management; Coordinator, Online Professional Development; Coordinator, School Data and Assessment Systems; Coordinator, Talent Management; Deputy Chief, Student Services; Director, HR Operations; Director, Payroll; Director, Quality, Enhancement and Professional Development; Director, Talent; Employee Services Assistant; Executive Director, Educator Effectiveness; Executive Director, PEC; Executive Director, Software Data Systems and Support; Executive Director, Technology Services; Manager, Central Kitchen I & II; Manager, Classification and HR Operations; Manager, Leadership Growth and Development Systems; Manager, Recruitment; Manager, Teacher Growth and Development Systems; Operations Engineer; Producer; School Enrichment Recess Coach; Specialist, Behavior; Specialist, Educator Effectiveness; Specialist, Enrollment ECE; Specialist, Interpreter Translator; Specialist, School Technology; Student Assignment Counselor; Supervisor, Instructional Materials; Supervisor, Menu Planning; Technician, Fingerprint for Academic Division; Communications and Public Relations; Early Childhood Education; Nutrition Services; Police Services; Student Services; Teaching and Learning; Technology Services and Departments, As Assigned.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1516-0246**

- Academic Division; Communications and Public Relations; Early Childhood Education; Nutrition Services; Police Services; Student Services; Teaching and Learning; Technology Services and Departments, As Assigned -

Creation/Revision Job Descriptions

- Assistant, Employee Services; Assistant, Newcomer Learning Lab; Assistant, Recruitment; Coordinator, Early Elementary Literacy; Coordinator, Leave Management; Coordinator, Online Professional Development; Coordinator, School Data and Assessment Systems; Coordinator, Talent Management; Deputy Chief, Student Services; Director, HR Operations; Director, Payroll; Director, Quality, Enhancement and Professional Development; Director, Talent; Employee Services Assistant; Executive Director, Educator Effectiveness; Executive Director, PEC; Executive Director, Software Data Systems and Support; Executive Director, Technology Services; Manager, Central Kitchen I & II; Manager, Classification and HR Operations; Manager, Leadership Growth and Development Systems; Manager, Recruitment; Manager, Teacher Growth and Development Systems; Operations Engineer; Producer; School Enrichment Recess Coach; Specialist, Behavior; Specialist, Educator Effectiveness; Specialist, Enrollment ECE; Specialist, Interpreter Translator; Specialist, School Technology; Student Assignment Counselor; Supervisor, Instructional Materials; Supervisor, Menu Planning; Technician, Fingerprint -
-

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

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

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

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

1. Assistant, Employee Services
2. Assistant, Newcomer Learning Lab
3. Assistant, Recruitment
4. Coordinator, Early Elementary Literacy
5. Coordinator, Leave Management
6. Coordinator, Online Professional Development
7. Coordinator, School Data and Assessment Systems
8. Coordinator, Talent Management
9. Deputy Chief, Student Services
10. Director, HR Operations
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22. Manager, Teacher Growth and Development Systems
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30. Specialist, School Technology
31. Student Assignment Counselor
32. Supervisor, Instructional Materials
33. Supervisor, Menu Planning
34. Technician, Fingerprint

Passed by the following vote:


AYES: Jumoke Hinton Hodge, Aimee Eng, Shanthi Gonzales, Jody London, Roseann Torres, Vice President Nina Senn, President James Harris

NOES: None

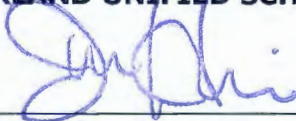
ABSTAINED: None

ABSENT: None

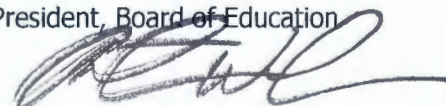
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting I of the Board of Education of the Oakland Unified School District held June 22, 2016.

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OAKLAND UNIFIED SCHOOL DISTRICT



James Harris
President, Board of Education



Antwan Wilson
Superintendent and Secretary, Board of Education

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By:	OT



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Assistant, Employee Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Confidential
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Days
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 8

BASIC FUNCTION: The Employee Services Assistant supports the division of Talent's programs, activities, special projects, and provides administrative support to the Manager of Substitute Services in the implementation and facilitation of substitute-related matters. The Employee Services Assistant duties will include data entry support; assistance with event planning, and collaboration with community agency partners to support applicants with special needs, and help facilitate placing non-selected District substitute applicants with appropriate community partner sites.

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:

Support Substitute Services

- Handle all queries in a responsive, customer-focused way; provide a comprehensive first line of information and advice regarding substitute services including the correct process for handling timesheets, navigating the substitute portal, and referring substitutes to other areas in Talent as needed.
- Provide excellent customer service to external and internal staff and community partner agencies.
- Respond to queries from managers and community agency partners to ensure substitute staffing services are handled quickly and completely.
- Communicate effectively and confidently at all levels, over the phone, face to face and by email.

Perform Data Entry and Clerical Activities

- Schedule meetings, conferences and appointments; maintain calendars; complete administrative and clerical tasks; arrange travel for substitute-related business when necessary.
- Prepare and maintain a variety of records, logs and files, including information of a confidential nature involving employer-employee relations and other issues; maintain confidentiality of information and records.
- Maintain substitute records in accordance with the agreed upon process of the Substitute Services Manager.

Collaborate with Community Partner Agencies

Communicate with community partner agencies to assist the placement of non-selected OUSD employees when appropriate.

- Attend community job fair events and leadership development opportunities to promote substitute opportunities at the District when needed.
- Assist with outreach, including passing out door-to-door flyers, making telephone calls, and assisting with new strategies for community engagement.
- Disseminate information about community employment opportunities and services to non-selected applicants.
- Provide computer lab assistance and basic use instructions to applicants.

Assist with Human Resources Special Events

- Assist in all efforts to publicize event.
- Create invitee list.
- Send out invitations and manage RSVP list.
- Assist with event logistics, including registration and attendee tracking, securing volunteers, presentation and materials support and pre- and post-event evaluations.
- Keep inventory of backdrops, tablecloths, centerpieces, and other display materials.
- Assist in the implementation of other human resources activities as needed.

Other

- Maintain applicant/employee confidentiality in accordance with information protection policy and procedure.
- Undertake other duties from time to time as required by the Substitute Services Manager or Talent leadership.

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:

- The principles, methods, strategies and techniques of basic human resource administration
- Applicable federal, state, school district laws, codes and regulations related to staffing
- Software applications such as word processing, spreadsheets, and databases
- District systems for processing personnel
- Methods and processes of data entry and basic data reporting
- Customer service and public relations methods and techniques
- Basic event planning principles and best practices
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

ABILITY TO:

- Maintain customer service performance standards, including tact, patience, and courtesy
- Perform a variety of highly difficult, technical duties involving specialized knowledge and independent judgment
- Interact effectively with the diversity of people and organizations that interface with the District
- Understand and interpret District and other rules, policies and procedures and answer questions
- Compose correspondence; proofread and data check to ensure accuracy
- Maintain confidentiality in maintaining critical and sensitive information, records, and reports
- Complete work accurately and as directed with many interruptions
- Compose correspondence; read, understand, and review documents for accuracy and relevant information
- Communicate clearly and concisely, both orally and in writing
- Work as an integral part of a team
- Operate personal computer, related software, and other office equipment

- Drive an District vehicle if needed

PREREQUISITES

- Associate’s 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 Associate’s Degree requirement; however, the work experience years used to qualify for the AA requirement cannot be used to meet the work requirement.
- Four (4) years of experience in human resources or related field

PRE-EMPLOYMENT PROCESS:

- Valid California Driver’s License
- 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:	Assistant, Newcomer Learning Lab	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	10 months / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	WTCL 32

BASIC FUNCTION: The Learning Lab Assistant supports the work the Learning Lab by: assisting a certificated teacher in implementing the Internationals Approach to teaching, by reinforcing instruction to individuals or small group of students in the classroom, gathering data for the purposes of research and inquiry, supporting students through a variety of interventions, and tutoring students in assigned subject areas as part of the after school program.

Key distinctions in this role compared to other paraprofessional/instructional assistant roles include specialization in instructional methods needed to support newcomers' language acquisition as they learn core content, training and enhanced abilities to work in an extremely diverse linguistic and cultural environment.

This position may be used to identify potential teacher and other educational professional candidates. Collaborating with institutions of higher learning, the office of English Language Learner and Multilingual Achievement (ELLMA), and Human Resources, the Learning Lab will provide support to Learning Lab Assistants seeking to become teachers with deep knowledge of practices needed to support newcomers by assisting them to complete the necessary educational and credentialing requirements and providing hands-on experience working with newcomers in the Internationals Approach.

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 core curriculum instruction to newcomer students in an assigned classroom or programs under the guidance of a certificated teacher.

Facilitate growth of speaking, reading and writing skills of newcomers through the Internationals Approach to learning.

Participate in team meetings or read notes from team meetings in order to support instruction and case management plans.

Confer with team leaders, classroom teachers, site staff, and/or learning lab director concerning student progress in language development, content mastery, or social-emotional wellbeing.

Work cooperatively with classroom teachers, interpreting the abilities and educational gaps of students, assisting in classroom intervention strategies, modifying curriculum as necessary for students with interrupted formal education (SIFE) and assisting students with class assignments.

Assure compliance with governmental regulations, codes and reporting requirements; notify immediately appropriate personnel and agencies and follow established procedures when there is reasonable suspicion of substance abuse, child neglect, severe medical or social conditions or potential suicide; make appropriate referrals to COST.

Gather and provide data that will be used by teachers, staff and researchers to assess students and teaching methods used in the classroom/school; prepare and maintain a variety of detailed records, files and data logs.

Perform a variety of clerical duties such as making copies, scoring papers, recording data, prepare and maintain files as assigned.

Provide support to teachers by setting up work areas and displays, operating audio-visual equipment, distributing papers and supplies.

Maintain confidentiality of student records and information both written and verbal.

Communicate expectations, provide guidance and show an active interest in student progress.

Strive to develop a rapport and serve as a positive role model for students and others.

Attend and actively participate in staff and Learning Lab professional development meetings and retreats.

Maintain basic knowledge of computers, Google Drive, and Microsoft Office.

Adhere to site and department codes of conduct; promote a professional image of the school, learning lab, and school district.

Respond to emergency situations to ensure immediate resolution and appropriate documentation of safety concerns to appropriate personnel.

Explain and demonstrate the school's philosophy of instruction and practices that support the academic and social-emotional needs of newcomers.

Support the tutoring and intervention services in the afterschool program.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Special needs, issues and requirements of immigrants, students with interrupted formal education (SIFE), students who have experienced trauma, and newcomer ELLs

Tenants and methods in the Internationals Approach to Teaching

Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community schools

Subjects taught in the district including math, grammar, reading and writing

Safe practices in classroom and recreational areas

Cultural competency to work across cultural and linguistic differences

Diverse academic, socio-emotional, cultural, ethnic and disability backgrounds of district immigrant and refugee students

Basic record keeping techniques

Classroom procedures and appropriate student conduct

Correct use of English usage, grammar, spelling, vocabulary and punctuation

Effective management techniques

Technology and computer software applications relevant to instruction, administration and education and the operation of MS Office, computer software and hardware

ABILITY TO:

Assist with instruction and related activities in a classroom or assigned learning environment

Reinforce instruction to individual or small groups of students as directed by the teacher

Understand and follow oral and written directions

Learn the procedures, functions and limitations of assigned duties

Gather data and prepare reports as directed

Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, researchers, and the public

Work independently with appropriate direction and follow established policies and practices

Work confidentially and with discretion

Communicate effectively in English language orally and in writing

Analyze situations accurately and adopt an effective course of action

Learn and use computer applications appropriate to the work environment

PREREQUISITES:

Bachelor's 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's Degree requirement; however, the work experience years used to qualify for the Bachelor's Degree requirement cannot be used to meet the work requirement.

One (1) year experience in a linguistically or culturally diverse workspace/internship and/or working in an educational setting

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Enactment Number:	16-1095
Enactment Date:	8/22/16
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Assistant, Recruitment	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Confidential
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Days
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 8

BASIC FUNCTION: The Recruitment Assistant provides administrative and clerical support to the recruiting department, assists in meeting the recruiting goals and objectives of the organization, and provides quality customer service to both external and internal employees and applicants. The Recruitment Assistant is the first point of contact and is responsible for promoting a good first impression to candidates and employees.

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:

Customer Service

- Handle all recruitment queries in a responsive, customer-focused way; provide a comprehensive first line of information and advice.
- Provide excellent customer service to external and internal candidates to ensure a positive experience in supporting in-person and online recruitment.
- Respond to queries from recruiting managers, supporting and advising them to follow the correct procedures for high quality recruitment.
- Communicate effectively and confidently at all levels, over the phone, face to face and by email.

Recruitment Administration

- Communicate regularly with the Recruiting team to ensure available positions are accurately posted and up to date internally and externally.
- Support the recruitment process in optimizing the candidate experience and completing administrative tasks of the candidate process (offer letter creation, new hire paperwork, background checks, etc.).
- Arrange for shortlisted candidates to take relevant assessments when appropriate, mark and record results accurately to contribute to the recruitment decision.
- Process all reference requests; ensure responses are back within agreed timescales.
- Assist Recruiters, hiring managers and Staffing Analyst with applications to minimize delays and errors; review and log all returned disclosures, informing recruiting managers of the outcome where appropriate.
- Assist in the planning and execution of recruiting events.
- Assist in all aspects related to interview day execution including, scheduling and facility/conference room reservations.
- Work on projects to improve or implement core recruiting processes and tools.
- Assist in the coordination of other recruiting activities as needed.

Online Recruitment

- Ensure all recruiting managers are trained and able to use the EdJoin and other online recruiting websites; coach individuals as necessary.
- Maintain online postings, assist hiring managers in accessing and using the websites to enable responsive and effective recruitment.
- Run reports, analyze recruitment data and monitor performance to provide recommendations and proactively address any issues.

Monitoring and Compliance

- Liaise with Communications, Recruiters, Staffing Analysts, hiring managers and other staff to ensure consistent, professionally branded recruitment advertising.
- Continually monitor recruitment practice for compliance with legal requirements, collective bargaining agreements and OUSD standards, escalating any concerns as appropriate.
- Work in accordance with agreed timelines to provide excellent service and retain the best candidates.

Other

- Attend trainings and collaborative sessions to share best practices and disseminate knowledge.
- Maintain applicant/employee confidentiality in accordance with information protection policy and procedure.
- Act as a comprehensive support function to the HR Department for ad-hoc tasks and future organizational projects.
- Undertake other duties from time to time as required by the Recruitment Manager or Talent Leadership.

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:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Best practices in recruitment, selection, strategic placement, teacher training techniques, labor relations and negotiation, and personnel information systems (e.g., creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Handle highly confidential information and materials in a discrete manner

Demonstrate excellent time management and follow-through with a strong sense of urgency

Reprioritize work regularly

Learn new technologies and processes quickly and thoroughly

Be a strategic thinker to determine most effective recruiting based on dynamic needs and constrained supply

Be a creative thinker to identify new opportunities/ methods to find and attract high-quality candidates

Generate excitement among potential and existing applicants about working in Oakland Unified School District

Develop and implement recruitment plans

Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

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

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

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using Human Resources tools

Operate personal computer, related software, and other office equipment

PREREQUISITES

Associate's 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 Associate's Degree requirement; however, the work experience years used to qualify for the Associate's Degree requirement cannot be used to meet the work requirement.

Four (4) years of experience in human resources or related field

Professional experience in recruiting or human resources is preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Early Elementary Literacy	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Teaching and Learning	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	A227 16

BASIC FUNCTION: The Early Common Core Teacher Leader (E-CCTL) Coordinator will lead and coordinate the E-CCTL Pilot to supervise and ensure high quality first literacy instruction in grades TK-2. The coordinator will be responsible for supporting and coaching a team of ECCTLs. The Coordinator will support the E-CCTLs in ensuring high quality daily early literacy instruction and appropriate targeted early literacy interventions in their assigned schools. The Coordinator will distill and synthesize best practices in early literacy, including best coaching to strengthen instruction and early identification of struggling readers, and disseminate lessons learned to the larger OUSD community, including academic leadership and non-E-CCTL Schools.

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:

- Support sites in selecting an E-CCTL as needed.
- Coordinate and ensure that E-CCTLs receive extensive foundational professional trainings in assessments, intervention strategies and core instruction including: ELA Foundational Skills across the ELA Block for K-2; Handwriting Without Tears, STAR Early Literacy Assessment; Handwriting Without Tears, SIPPS, SEEDS and LLI.
- Work with E-CCTL and school principal at the beginning of the school year to create a theory of action, action plan, and 6 weeks cycles of inquiry for the school year.
- Organize, coordinate and lead weekly E-CCTL and principal professional learning meetings, including
 - Monthly SEEDS coaching for TK teachers, tutors and E-CCTLs.
 - Design and lead monthly coaching & content seminars in relevant topics and problems of practice in collaboration with other early elementary literacy providers.
 - Lead content-specific coaching.
 - Participate, co-lead and coordinate monthly Community of Practice meetings with principals.
- Provide ongoing, regular, individualized coaching and support for E-CCTLs and principals.
 - Conduct observations and debriefs with E-CCTL and principals every six weeks.
 - Meet individually with E-CCTLs every six weeks.
- Coach E-CCTLs in selecting and executing push-in intervention groups.
- Bridge the work of the ECCTL schools to the larger OUSD community:
 - Coordinate with elementary ELA team to extend learnings from E-CCTL pilot.

- Align E-CCTL work with other district initiatives including AAMA, ELLMA, Early Childhood, and Family Engagement.
- Partner with Research, Assessment & Data to collect relevant data from E-CCTL sites.
- Provide cross training to other staff members within the department.
- Perform related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Effective pedagogy, curricular programs, assessments, and supplementary materials for historically underserved populations, English and Standard English Learners. For instance: workshop model/balanced literacy for adolescents

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

Interventions and curriculum, including Leveled Literacy Intervention, SIPPS and community based programs such as Reading Partners

Observation-based coaching cycles

Backwards unit and lesson design experience

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

Strategic direction of District: Common Core and Current District curriculum and school instructional programs, elementary

Budget preparation, management, and evaluation to ensure fiscal responsibility and compliance with federal, state, and District mandates

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

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

Correct English usage, grammar, spelling, and punctuation

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

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

Maintain a learner stance within Literacy department work as well as in engagements across departments and stakeholder groups. For instance: the foundational literacy expertise in K-5

Implement the Common Core State Standards and key shifts

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

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

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

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

Use a range of coaching strategies to support diverse teachers and administrators, particularly in the context of observation and data-based coaching cycles

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

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

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

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

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

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

Meet District standards of professional conduct as outlined in Board Policy

PREREQUISITES

Bachelor's degree from an accredited college or university

Master's degree preferred

Three (3) years experience facilitating professional development and application of adult learning theory, or success in a site-leadership role

Five (5) years experience with Readers and Writers Workshop Model and Balanced Approach to Literacy

Five (5) years of successful classroom teaching experience and strong language, literacy, pedagogical, and content knowledge

Bilingual skills preferred

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

Valid California (or Out-of-State) Administrative Credential

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.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	06/22/16
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Assistant, Recruitment	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Confidential
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Days
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 8

BASIC FUNCTION: The Recruitment Assistant provides administrative and clerical support to the recruiting department, assists in meeting the recruiting goals and objectives of the organization, and provides quality customer service to both external and internal employees and applicants. The Recruitment Assistant is the first point of contact and is responsible for promoting a good first impression to candidates and employees.

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:

Customer Service

- Handle all recruitment queries in a responsive, customer-focused way; provide a comprehensive first line of information and advice.
- Provide excellent customer service to external and internal candidates to ensure a positive experience in supporting in-person and online recruitment.
- Respond to queries from recruiting managers, supporting and advising them to follow the correct procedures for high quality recruitment.
- Communicate effectively and confidently at all levels, over the phone, face to face and by email.

Recruitment Administration

- Communicate regularly with the Recruiting team to ensure available positions are accurately posted and up to date internally and externally.
- Support the recruitment process in optimizing the candidate experience and completing administrative tasks of the candidate process (offer letter creation, new hire paperwork, background checks, etc.).
- Arrange for shortlisted candidates to take relevant assessments when appropriate, mark and record results accurately to contribute to the recruitment decision.
- Process all reference requests; ensure responses are back within agreed timescales.
- Assist Recruiters, hiring managers and Staffing Analyst with applications to minimize delays and errors; review and log all returned disclosures, informing recruiting managers of the outcome where appropriate.
- Assist in the planning and execution of recruiting events.
- Assist in all aspects related to interview day execution including, scheduling and facility/conference room reservations.
- Work on projects to improve or implement core recruiting processes and tools.
- Assist in the coordination of other recruiting activities as needed.

Online Recruitment

- Ensure all recruiting managers are trained and able to use the EdJoin and other online recruiting websites; coach individuals as necessary.
- Maintain online postings, assist hiring managers in accessing and using the websites to enable responsive and effective recruitment.
- Run reports, analyze recruitment data and monitor performance to provide recommendations and proactively address any issues.

Monitoring and Compliance

- Liaise with Communications, Recruiters, Staffing Analysts, hiring managers and other staff to ensure consistent, professionally branded recruitment advertising.
- Continually monitor recruitment practice for compliance with legal requirements, collective bargaining agreements and OUSD standards, escalating any concerns as appropriate.
- Work in accordance with agreed timelines to provide excellent service and retain the best candidates.

Other

- Attend trainings and collaborative sessions to share best practices and disseminate knowledge.
- Maintain applicant/employee confidentiality in accordance with information protection policy and procedure.
- Act as a comprehensive support function to the HR Department for ad-hoc tasks and future organizational projects.
- Undertake other duties from time to time as required by the Recruitment Manager or Talent Leadership.

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:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Best practices in recruitment, selection, strategic placement, teacher training techniques, labor relations and negotiation, and personnel information systems (e.g., creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Handle highly confidential information and materials in a discrete manner

Demonstrate excellent time management and follow-through with a strong sense of urgency

Reprioritize work regularly

Learn new technologies and processes quickly and thoroughly

Be a strategic thinker to determine most effective recruiting based on dynamic needs and constrained supply

Be a creative thinker to identify new opportunities/ methods to find and attract high-quality candidates

Generate excitement among potential and existing applicants about working in Oakland Unified School District

Develop and implement recruitment plans

Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

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

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

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using Human Resources tools

Operate personal computer, related software, and other office equipment

PREREQUISITES

Associate's 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 Associate's Degree requirement; however, the work experience years used to qualify for the Associate's Degree requirement cannot be used to meet the work requirement.

Four (4) years of experience in human resources or related field

Professional experience in recruiting or human resources is preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:


Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	161095
Enactment Date:	6/22/16
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Online Professional Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Under direction of the Executive Director of School Leadership Development and Executive Director, Software and Support, the Online Professional Development Coordinator will lead the District's effort to train and develop School Site Leaders via online professional development. The Online Professional Development Coordinator is responsible for managing and implementing the Online Learning Management System for professional development, collaborating with Teaching and Learning Content Specialists and Technology Services / IT to curate and create online professional development modules, and working closely with Network and Deputy Network Superintendents and Central Office to implement online professional development programming within and across the District. It is a "hands-on" positing managing the Online Professional Learning Platform.

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:

Facilitate the collaborative creation of a strategic plan to implement the Online Professional Learning platform, which includes a continuum of professional development and support services for a range of leaders, from emerging School Site Leaders and teachers to experienced School Site Leaders and teachers.

Work with Chief Academic Officer, Academic Office staff, Chief of Schools, Office of Post-Secondary Readiness staff, Network and Deputy Network Superintendents, District Leadership, Human Resources, Technology Services and principals to determine teacher and leadership development priority needs for online modules.

Implement, manage and facilitate the Learning Management System; including curating and creating online modules for central staff, school leaders and teachers.

Design, implement and coordinate professional development sessions and activities to support the use of the Online Professional Development modules for central and school site staff using a variety of tools.

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

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 meetings.

Provide targeted coaching/intervention support with individual principals, at the request of Network Superintendents; partner with District staff to ensure principals understand how to use the system for professional development.

Provide or broker targeted coaching support to develop their capacity to deliver competency-aligned professional development online.

Coordinate and develop professional development sessions and activities for prospective school-based administrators; build internal District capacity to support aspiring administrator development, including the Oakland Leadership Academy so that all are able to access professional development online.

Stay current on online educational trends/professional development, changes, developments and teaching strategies in the online realm.

Work closely with Human Resources to implement key elements of the selection system for school-based leaders.

Work closely within Technology Services/IT to make sure the system is integrated and secure.

Work closely with Legal and Risk Management to ensure their online content is available and monitored.

Provide cross training to department personnel.

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:

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 online professional learning management system

Various electronic tools to support learning and to make work more efficient

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

District curriculum and school instructional programs

Report writing, and presentation

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

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

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

Assess system-wide staff development needs

Set high goals and develop long range plans

Develop, implement and evaluate training programs

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

Work independently

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

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

PREREQUISITES

A Bachelor's degree in Education from an accredited college or university

Four (4) years of experience in teacher and/or administrator experience and experience with Learning Management Systems preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	KG-1095
Enactment Date:	6/22/16
By:	ES



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, School Data and Assessment Systems	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Under the direction of assigned supervisor, the School Data and Assessment System Coordinator will lead the District's effort to implement the School Data and Assessment System to support school sites in accessing and interpreting student data. The School Data and Assessment Coordinator is responsible for leading the use of the assessment system, and working closely with the Teaching & Learning, Research Assessment and Data (RAD), and Technology departments to implement assessment training within and across District Regional Networks. The School Data and Assessment Coordinator is responsible for managing and implementing the Illuminate application and is a "hands-on" educational and technical position that creates site-based assessments, develops custom reports, administers the system, including leading training and support.

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:

Manage and coordinate the strategic direction for the data and reporting systems at schools (currently Illuminate).

Manage non-District benchmark formative assessments including supporting publishing and sharing formative assessments; and, working with 3rd party assessment providers.

Manage Illuminate grade book use by schools including assisting with the implementation and coordinating training of Illuminate grade book and the parent and student portals.

Manage communication and marketing for Illuminate including site-based and leadership communication promoting its use and the introduction of new features, etc....

Assist the Assessment Team with District assessment oversight including 3rd party assessment data transfer, assessment business rules, custom report development, and help desk support.

Establish, manage and deliver the Illuminate training plan including webinars, online courses, in person training, documentation, etc....

Collaborate with the Executive Director of School Leadership Development and Online PD Coordinator.

Support data analysis within Illuminate including developing and manage custom reports needed by sites and district departments.

Manage Illuminate permissions and accounts and other help desk support functions specific to Illuminate.

Manage Illuminate technical and administrative functions such as upgrades, yearly rollover, data integration and import, software and hardware peripherals, etc....

Provide cross training to department personnel.

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:

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 assessment systems; strong preference for experience with the Illuminate Assessment System

Various electronic tools to support learning and to make work more efficient

Writing reports in Illuminate or other Business Intelligence systems

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

District curriculum and school instructional programs

Report writing, and presentation

Effective staff development programs and strategies

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

Utilization of various forms of assessment to guide and design instruction

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

Project management practices

ABILITY TO:

Plan and conduct small and large professional development training on the assessment system

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

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

Write reports in Illuminate

Supervising and coordinating large programs

Assess system-wide staff development needs

Set high goals and develop long range plans

Develop, implement and evaluate training programs

Assess competencies

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

Work independently

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

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

PREREQUISITES

A Bachelor's degree in Education from an accredited college or university

Five (5) years of experience in with Illuminate or other assessment and reporting system preferred

Master's Degree preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	61095
Enactment Date:	6/22/16
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Talent Management	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 20

BASIC FUNCTION: Oversee and manage the division of Talent responsible for central office staffing, and onboarding and offboarding; central office evaluations and progressive discipline; and Talent clerical functions. Plan, organize, and direct assigned functions within Talent in a thoughtful and strategic manner to ensure efficient and effective services to employees. Lead activities to critically analyze and continuously improve human capital management in the District.

The Coordinator of Talent Management is responsible for ensuring that all central office certificated and classified hires experience an effective, streamlined, and coordinated staffing process with Oakland Unified. The Coordinator oversees a team that ensures compliance with human resources policies and facilitates timely resolution of human resources issues, including transparent and timely information.

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:

Hiring, Development and Separation of District Staff

- Collaborative with central office leaders on a broad range of human resource and human capital management issues, including but not limited to, employee staffing and retention, employee performance management, employee training and development, labor relations and employee relations.
- Collaborate with Talent Director and Staffing Analysts to create efficient processes that will facilitate and increase quality applicant flow from initial contact with Staffing Analysts to new hire orientation and onboarding; ensure alignment with the District's needs, strategic goals and priorities.
- Collaborate with the Talent Recruiters to evaluate employment applications; refer qualified applicants and support all aspects of the interview process, including interview protocols, materials preparation, candidate communication and process documentation.
- Collaborate with administrators, Director of Talent and Talent staff in building timely, compliant and highly effective employee evaluation practices that build the capacity of staff to deliver highly effective work.
- Collaborate with central office leaders to identify a leadership pipeline by identifying staff with leadership potential and to build relationships with those identified personnel to enable them with opportunities to gain further training and experience.

- Establish effective ongoing professional development opportunities to help central office leaders manage, grow and develop human capital, including just-in-time training to leaders on human capital related topics as requested.
- Develop and utilize systems and processes to promote accountability and continuous improvement of District personnel; track outcome of evaluations to inform how professional development is designed; engage in proactive, systemic human capital planning.
- Lead and oversee the development of exit interviews and surveys of employees who voluntarily separate from the District in order to identify reasons for employee separation.
- Lead and oversee the implementation of procedures for central office certificated or classified reductions in workforce.
- Lead, support and guide central office leaders through the employee progressive discipline process; advise central office leaders on appropriate progressive discipline steps, strategies and techniques; work with central office leaders on completing effective written disciplinary notices; and teach central office leaders how to conduct difficult conversations.

Customer Service and Support

- Establish a working environment for all District employees that promotes fairness and equity in HR practices and ensures compliance with all federal, state and local employment laws and District policies.
- Cultivate and expand relationships with Department Leaders, Managers, and Recruitment to improve the delivery of staffing and human resources services to central office staff.
- Collaborate with the Talent team to receive, address, and respond to inquiries and requests for information from teachers, principals, school administrators, staff and the general public.
- Collaborate with internal staff and community partners to provide career guidance, counseling and coaching to central office certificated and classified staff that need improvement in their current position and employees approaching layoff.

Compliance

- Remain current on federal, state and local laws and policies applicable to staffing and employee discipline; provide direction and trainings to central office staff as necessary.
- Assist departments to identify specific and enduring staff assignments with recognition of clear and legal differences between classifications.
- Collaborate with labor partners to develop and implement staffing policies and practices.
- Assist in the oversight of the management of personnel files for employees to ensure the contents of files comply with District procedure, collective bargaining provisions, and legal mandates.

Staffing Team Leadership

- 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.
- Serve as the secondary point of contact for all District staff with issues or needs that have been escalated by the Staffing Analysts, Central Partners and Staffing Assistants.
- 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.
- Assist in the development of ongoing training sessions for assigned staff regarding changes in office policies and legal procedures; conduct trainings for assigned and District staff; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of human resources administration in support of District goals.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Best practices in labor relations and negotiation, and personnel information systems (e.g., creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Methods and techniques of progressive discipline

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Effective strategies, theories, techniques, and methods of professional development, particularly the development of staff in the education sector

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Maintain confidentiality at all times

Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

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

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

Facilitate discussion and learning activities towards a clear end

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

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

Analyze situations accurately, and adopt an effective course of action

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using Human Resources tools

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Human Resources, Business Administration, Public Administration or relevant work experience attained in a human resources capacity. 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 experience in coaching, leadership development and providing professional development required

Experience in implementing progressive discipline required

Leadership experience working in a k-12 public school environment preferred

Experience working in an urban school district preferred

Master's degree preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1376
Enactment Date:	6/22/16
By:	[Signature]



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief, Student Services	REPORTS TO:	Chief Academic Officer
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days
ISSUED:	Created: June 2016	SALARY GRADE:	Employee Contract

BASIC FUNCTION: Under the direction of the Chief Academic Officer, the Deputy Chief of Student Services provides leadership to plan, organize, and administer the District's Student Services Division.

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:

Supervise the Executive Director of Programs for Exceptional Children and the Executive Director of Community Schools to ensure quality programs and implementation.

Provide leadership to improve the quality of services and outcomes for students; recommend programmatic and staff changes to Chief Academic Officer in partnership with the Executive Director of PEC.

Lead and attend a variety of meetings/committees; represent the District in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned.

Establish and create partnerships and engagement within the District and Community Based Organizations (CBO), governmental entities, foundations, universities, families, and school sites in support of student, family, and community success.

Facilitate cross-boundary relationships between school sites, regions, and District departments to support the integration, effectiveness, and efficiency of academic and learning support, services, and resources to school sites and community partners.

Link student support services with academic goals under the frame of Multi-Tiered Systems of Support; increase the capacity of each school to provide opportunities, services, and support to promote position development of youth, resulting in increased academic and social emotional success.

Provide leadership to develop and secure new resources; align and organize resources with department priorities; and create sustainable and equitable fiscal strategies and models that ensure the financial health of the office and its programs and services.

Develop and maintain data-driven standards to qualitatively and quantitatively measure and assess the programs, services, and community resources in the department.

Direct the preparation and maintenance of a variety of narrative and statistical reports, grant reports, records, and files to ensure accuracy and compliance with federal, state, and District mandates.

Develop and prepare the department budget to ensure fiscal responsibility; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

Oversee the vision for professional development for administrators, principals, and site staff to effectively integrate academic, health, wellness and social service supports and align extended learning curriculum and special education instruction with the school day to reinforce and complement classroom-based learning.

Attend and/or participate in required District, Board, and committee meetings, and other activities as specified by assigned supervisor.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions.

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:

Applicable federal, state, and District codes, regulations, policies and procedures governing works cope

Methods to interpret, apply and explain rules, regulations, policies and procedures related to work scope

Employer-employee relations and bargaining unit agreements

Funding opportunities and community contacts for assigned program

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

Budget and grant preparation and management to ensure fiscal responsibility

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Research and assessment methods and report and grant writing techniques

Principles and practices of effective leadership

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

Provide leadership for all facets of Community within established guidelines

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

Maintain current knowledge of new developments and research related to work scope

Manage and write grant proposals

Develop and nurture the growth of resources related to work scope

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

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

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

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

Plan and organize work to meet established timelines and deadlines

Work independently

Prepare comprehensive, narrative, and statistical reports

Analyze situations accurately and adopt effective course of action

Meet District standards of professional conduct as outlined in Board Policy

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

Coach, coordinate and lead teams

Develop and implement training/professional development

Direct, supervise and evaluate the performance of assigned staff

Operate a computer and related software to enter data, maintain records, and generate reports

PREREQUISITES

Master's degree Educational Leadership, Education Administration or related field required

Seven (7) years experience in administration and directing and supervising the work of others

Experience working with a variety of agencies and community resources involved with students and families

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

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

Experience in management and development of large grants

Valid California Administrative Services Credential

Available for occasional evening and weekend work

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above

the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	GA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, HR Operations	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Revised: June 2007 Revised: May 2013 Revised: June 2016	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Oversee and manage the division of Talent responsible for credentials, benefits, compensation and classification, EEO, reasonable accommodations, employee leaves, and the employee information management system. Plan, organize, and direct assigned functions within Talent in a thoughtful and strategic manner, ensuring a focus on the efficient, effective provision of human resource services to employees. Lead activities to critically analyze and continuously improve human capital management in the District.

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:

Strategic Personnel Management & Support:

Plan, direct and oversee implementation of complex human resource management functions in the District related to credentials, benefits, compensation and classification, EEO, reasonable accommodations, employee leaves, and the employee information management system.

Ensure the establishment of and adherence to appropriate standards for wage and salary administration and position classification.

Develop, evaluate and modify programs and plans to deliver cost-effective benefits that are responsive to District and employee needs.

Guide and manage Talent performance management initiatives that are in alignment with Talent and District strategic plans and priorities.

Collaborate with the Director, Talent to manage the classified bumping and layoff process for the District.

Collaborate with the Director, Talent to manage the Consolidation and Advisory Matching processes for the District.

Oversee the coordination and implementation of credential requirements and related information in accordance with state and federal legislation such as Every Student Succeeds Act (ESSA); conduct Highly Qualified Teacher reviews; maintaining relationships with teachers, principals and relevant staff to prevent and proactively resolve credentialing issues; disseminate accurate and timely information regarding credentials to unions, teachers, staff, parents, principals, the community, and public data requests.

In conjunction with the Payroll Operations Manager and the District's Internal Auditor, improve internal processes to address audit findings.

Human Capital Planning & Monitoring:

Collaborate with the Deputy Chief of Talent and Director of Talent to ensure timely and accurate employee information to support the District's budget development process.

Conduct research, analyze data, and prepare statistical reports to support and implement best practices in human resources management and human capital planning.

Monitor and audit functions within scope, ensuring implementation of systems and practices that are efficient and effective in delivery of high quality services to District employees and contractors; implement and maintain continuous improvement process to support efficient and effective delivery of key human resource activities.

Human Resources Leadership:

Strategically review, develop, implement, and communicate District-wide policies, processes, and procedures designed to provide high quality, efficient service delivery within assigned functional areas.

Advise Talent administrator and relevant District leadership in implementing plans, strategies, objectives and projects to support delivery of services in assigned functions; prioritize efforts across Talent ensuring effective and efficient workflow; contribute to and ensure assigned staff is working in support of the Talent mission, strategies, and plans in alignment with District strategies and plans.

Determine and understand trends and issues across the District enabling prompt, efficient, and creative resolution of challenges.

Remain current on legislation affecting human resources management and human capital planning; participate in trainings, conferences, and related activities to keep abreast of best practices in effective human resources practices for public school districts.

Compliance Oversight:

Ensure District compliance with federal, state and local legislation, regulations and labor contracts; proactively raise awareness at leadership levels about and contribute to resolution of legal, regulatory or compliance issues related to credentials, benefits, compensation and classification, EEO, reasonable accommodations, and employee records; liaise and provide joint leadership with Risk Management, Legal and other District departments as relevant to ensure compliance.

Lead and monitor the District's Equal Employment Opportunity Plan (EEO); train staff to ensure compliance with EEO.

General Duties:

Oversee utilization of the human resource management information system, ensuring that associated processes, procedures, and applications are effective and efficient and provide maximum utilization of the technology to support Talent activities to enable high quality employee support; lead continuous improvement efforts to ensure high integrity data management systems that support and inform human capital development.

Train Talent and other District staff as needed regarding credentialing requirements, processes, and regulations.

Select, train, supervise, and evaluate staff; hold direct reports accountable for results; create metrics to gauge performance of direct reports; direct, train and motivate assigned staff to meet organizational goals and exceed performance standards.

Attend job related meetings.

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:

Strategic direction of the District

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

California Education Code and labor laws

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

Principles and practices of labor relations and negotiations

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Legal and equitable interview and selection techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Legal procedures and terminology utilized in evaluation, supervision, and discipline

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

Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment and bargaining unit contracts

Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and coordination of people and resources

Planning, organization and coordination needed for assigned school sites and central office departments

Interpersonal skills using tact, influence, patience and courtesy

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Principles and practices of effective leadership, supervision and evaluation

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

Lead a team and effectively model teamwork

Coordinate work across different human resources functions

Prioritize work and guide team accordingly

Use data and think creatively about how to use data to drive decisions

Be proactive in improving and designing structures and functions to achieve effective and efficient processes

Communicate effectively both orally and in writing

Use and manipulate computerized database systems and various software applications, including employee information management systems

Develop and implement multiple projects and programs with competing priorities and limited resources

Analyze organizational problems and implement effective solutions

Express ideas and concepts in an articulate, clear, understandable and concise manner to disseminate information to all levels of the organization

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Human Resources, Business Administration, Public Administration or relevant work experience attained in a human resources capacity. 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 of management or supervisory experience in a multicultural urban school district setting or with an educational non-profit organization

Master's degree preferred

Three (3) years in a personnel and/or labor relations function preferred

Experience as a manager of people who has demonstrated the ability to lead and develop their team

Demonstrated success in developing and executing comprehensive human resource plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Payroll	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Lead and collaborate in planning, organizing, managing, auditing and supervising the complex payroll operations of a large school district carried out by a staff of professional, technical and clerical employees. Protect the District financial health through accurate and compliant administration. Effectively communicate payroll goals, operations, data, timelines and progress to employees, staff, department heads, Superintendent, and Board.

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:

Executive leadership and collaboration

- Plan, organize, control and direct a variety of programs, projects and activities related to the payroll functions of the District.
- Understand systems and analyze, develop, communicate and implement system and process improvement.
- Collaborate with other District leaders in the review and analysis of laws, regulations, collective bargaining contracts, and published legal opinions and court decisions that affect the payroll process and makes changes as agreed upon.
- Analyze changes to union and district negotiations proposals, Board of Education rules, policies and reports and Education Code provisions to determine and communicate the effect on payroll processing; recommend and assure implementation of changes in procedures, forms and records as necessary.
- Participate in negotiations planning and represent District, when requested, at negotiations sessions.
- Support and actively participate in the collaborative development of transparent and effective systems of communication within payroll and OUSD departments and schools.
- Work collaboratively with other department leaders to ensure that integration of District services is seamless, effective and efficient.
- Work collaboratively with other department leaders to ensure that employees are served at the highest level.

Department design

- Implement processes and procedures for payroll operations that reflect industry best practices.
- Develop new and revised payroll procedures to comply with laws, rules and regulations; ensure service to employees; improve efficiency; and coordinate activities and services with other departments.
- Work collaboratively with Information Technology Department to ensure most effective and efficient use of technology and take maximum advantage of state of the art technology.

- Develop new and revised payroll procedures to comply with laws, rules and regulations; ensure service to employees; improve efficiency; and coordinate activities and services with other departments.
- Work collaboratively with Information Technology Department to ensure most effective and efficient use of technology.
- Provide technical expertise regarding payroll functions.
- Organize the department and assign work to ensure efficient and accurate production of payroll warrants and maintenance of records.
- Create and maintain an organizational structure within the department that provides high quality, timely service throughout the system.

Department management

- Develop, monitor, and review the all operational systems and processes within the payroll department.
- Direct, approve, or recommend the establishment of controls to assure accuracy of source documents, payroll warrants, records and statements.
- Manage, review and oversee the preparation, accuracy and timely submission of major required and requested payroll and statistical reports, procedural instructions and reports of special studies and investigations and make decisions and recommendations.
- Create, maintain and disseminate an annual calendar of all key payroll functions, timelines and deadlines from preparation to pre-production audits to production to post-production audits and reports.
- Ensure that all payroll functions are carried out at high levels of efficiency and accuracy.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts at the lowest level, exchange information, and develop policies and procedures to encourage effective and efficient management controls.
- Consult with employees and their representatives, and appropriate District staff to resolve grievances and complaints, and provide the department's position in regard to individual cases.
- Develop effective customer-friendly information that is available to all employees to ensure clarity with regard to schedules, processes, resolution of concerns and responses to questions.
- Attend interdepartmental meetings; represent payroll at District meetings.
- Extract, review and ensure payroll-related iFAS CDD reports are accurate
- Extract, review and maintain accurate payroll-related iFAS reports for payroll warrant pass-through Fund 76)
- Extract, review and maintain all adjustments made to payroll records (by payroll staff)
- Review all payroll related reports subsequent to submission to stakeholders (at IRS, State, ACOE or other agencies)

Professional development

- Develop and implement plan to build the internal capacity of personnel within the department and across departments.
- Confer with and obtain information and advice from administrative and legal personnel and from representatives of other governmental agencies in regard to payroll policies and procedures and disseminate information as appropriate.
- Ensure that all staff has adequate and appropriate professional development to carry out their responsibilities at the highest level.

Personnel management

- Plan, organize, manage, direct, supervise, and support payroll services with the goal of providing exemplary customer service, accurate pay and reports, and timely information to all employees.
- Plan, direct, assign and monitor work of personnel engaged in auditing, analyzing and implementing actions related to salary payments, deductions, payroll accounting and records maintenance.
- Select, train, supervise, and evaluate staff; hold direct reports accountable for results; create metrics to gauge performance of direct reports; direct, train and motivate assigned staff to meet organizational goals and exceed performance standards.
- Provide cross-training to other staff members within the department.

General

- 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:

Planning, organization and direction of payroll operations for a large complex organization, preferably a school district

Business principles and payroll regulations and processes

Process improvement related to systems

Correct oral and written English usage, grammar, spelling, vocabulary and punctuation

Report writing, auditing, record-keeping and record-maintenance

Presentation, communication, and public speaking skills

Principles and practices of effective management

Applicable laws, codes, regulations, policies, collective bargaining agreements and procedures

Interpersonal skills using tact, patience and courtesy

ABILITY TO:

Plan, organize and administer payroll for a large, complex organization

Provide leadership and direction to the District's payroll staff

Understand systems

Be able to analyze information and data to drive system and process improvement

Select, train, supervise, coordinate and evaluate work of others

Remain current regarding knowledge of applicable federal and state laws, rules and regulations, policies and procedures, collective bargaining agreements

Work under minimal supervision, exercise sound judgment and initiative in an environment of rapid change

Analyze situations accurately and adopt an effective course of action

Analyze District's Strategic Plan and develop processes and procedures that will implement the goals of that plan

Design, develop and deliver effective and compelling verbal and written presentations to community, peers, staff, and/or Board of Education on abstract as well as concrete subject matter relating to payroll

Prepare comprehensive narrative and statistical reports and audits

Direct the maintenance of a variety of reports and files related to payroll

Meet District standards of professional conduct as outlined in Board Policy

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

Recommend and assist in the formulation and implementation of operating procedures and policies

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's degree

Five (5) years of relevant and increasingly responsible experience

Supervisory experience required

Experience in managing all payroll functions for a large complex organization

Experience in a school district preferred

Experience developing and facilitating high functioning collaborations and teams

Demonstrated success in systems and payroll management

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	GD



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Quality, Enhancement and Professional Development	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Early Childhood Education	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: May 2015 Revised: June 2016	SALARY GRADE:	CFCA 22

BASIC FUNCTION: : Under general supervision, this position provides quality improvement support coaching to early educators, ensuring a program's full participation in Quality Rating and Improvement System (QRIS) and a high quality early education learning environment is available to children 0-5 years old. The purpose of the Director is to support and expand early childhood educator's knowledge of early childhood best practices as well as the common tools and resources described in the Quality Continuum Framework and Professional Development Pathways through mentoring, training and technical assistance.

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:

Coordinate the development, implementation and oversight of the Quality Improvement Plan (QIP) for Early Childhood Education (ECE) sites rated below Tier 4 on the Quality Rating and Improvement System (QRIS); align QIPS to the California Quality Matrix.

Supervise and monitor the development and planning of resources and trainings as they relate to ECE best practices and Quality Rating and Improvement System (QRIS) including California's Quality Continuum Framework.

Plan and implement professional development opportunities for early learning and development best practices as the elements and common tools and resources of the Quality Continuum Framework and Professional Development Pathways.

Utilize the body of knowledge related to early learning quality, school readiness, quality coaching practices, and promising early childhood best practices to inform decisions.

Plan and implement departmental professional development activities for continuous improvement, learning and skill acquisition and refinement.

Ensure the QIPs and QIP action plans documentation are complete and entered into the QRIS data system.

Coordinate and secure support for the Ages & Stages Questionnaire (ASQ) and the Ages & Stages Questionnaire Social Emotional (ASQ SE) implementation to ensure parents have the tools they need to interact with teachers, healthcare providers and other professionals and to identify if their child is at social or emotional risk; coordinate the assessment process.

Serve as Instructional Leader for instructional staff in ECE Program.

Develop and implement professional development models which focus on improving instructional practices and increasing student achievement.

Lead staff development efforts in implementing QRIS Programming including providing professional development, coaching and support around the Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Classification Assessment Scoring System (CLASS).

Identify and prioritize materials and equipment needed in classrooms and playgrounds, and coordinate in making purchases.

Provide resources, feedback, modeling and support to early childhood educators to support positive child outcomes.

Deliver pre-service and monthly in-service training sessions to teaching staff.

Monitor the implementation of District approved curricula in the classroom.

Support the quality of all classroom practices - room arrangement, lesson plans, daily schedules, routines, and transitions to ensure their adherence to program policies.

Collaborate with the assigned grant administrator/coordinator to carry out recommendations for program improvement.

Supervise and support approved assessment program, developmental assessments, and children's assessment data entry and outcome reports.

Coordinate the transition of children to Kindergarten and assist with the children's transition to their next destination at the end of the season.

Work cooperatively with other component coordinators to plan education services.

Attend staff training and meetings and board and parent meetings as requested.

Assist individual staff members to identify training needs and improve knowledge and abilities.

Complete and submit required reports to the First Five office, Assigned Grantee and Board of Directors; ensure files and documentation are complete, accurate, and confidentially maintained.

Provide direct one-on-one support and coaching to identified staff members to improve their practice; coach early education staff to support the implementation of high quality practices in early learning programs.

Actively participate in the development and implementation of the Teacher Professional Development Plan.

Conduct regular site visits and develop meaningful, productive relationships with staff and families.

Perform other duties, as may be required.

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:

Laws and regulations governing early childhood education programs

At least two systems of early childhood educations (Early Head/Start, Head Start, State Preschool)

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

Curriculum design, planning, development, implementation and evaluation

Budget development and control

Grant writing/application process

Principles and practices of leadership, management, supervision and training

Utilization of various forms of assessment to guide and design instruction

Adult learning techniques

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

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

Planning, organization and coordination needed for assigned program

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

District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access and confidentiality, and related areas

Large-scale student information data systems

State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students

Correct English usage, grammar, spelling, vocabulary and punctuation

Technology and computer software applications relative to education and administration

ABILITY TO:

Use abstract reasoning, problem solving, planning, and analytical skills in: training, evaluation, and program development

Stimulate and motivate cooperative team efforts and provide leadership

Demonstrate initiative and work independently with little supervision

Work in a team environment

Plan and organize work to ensure organizational and program goals are achieved.

Think proactively, anticipate and identify problems, gather information/data to analyze situations and develop effective recommendations and solutions.

Exercise sound judgment within generally established policies procedures to select appropriate strategies and make and carry out effective decisions.

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

To present a positive image of the organization to members of the community

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

Learn moderately complex computer systems and adapt to changes in such systems

Learn and apply routine office policies and procedures

Identify strengths and needs for improvement of direct reports

Apply analytical skills toward problem solving, planning, and organizational development

Make informed decisions that may have broad policy consequences and to think strategically

Develop multiple options or solutions to reach goals

Identify and conduct professional development activities for staff and for appropriate District employees on topics related to work scope

Meet schedules and timelines

Analyze situations accurately and adopt an effective course of action

Learn to use technology and computer software applications as appropriate to the work environment

Use initiative and judgment in discussing problems with the public and District staff, involving office practices and policies

Design and implement instructional programs that meet the needs of a culturally and linguistically diverse student population

Learn, plan, formulate and execute federal, state, District and departmental policies, procedures and directives, in accordance with assigned duties

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Early Childhood Education, Child Development or Education 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.

Seven (7) years experience in Early Childhood Education or Elementary Education with at least five (5) years in Public Education

Previous experience working at a school site as an early childhood educator

Experience using ECERS, and CLASS tools required, certified reliability as specified by the QRIS Implementation Guide Standard very strongly preferred

Advanced knowledge of instruction and best practices in Early Childhood and Developmentally Appropriate Practices

Advanced experience in planning and facilitating staff development

Advanced experience in a leadership or supervisory role in an educational setting

Comprehensive understanding of quality standards and best practices in the field of early education

Master's degree preferred plus additional coursework required for certification or licensure

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.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	oz



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Talent	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 22

BASIC FUNCTION: Oversee and manage the division of Talent responsible for recruitment; employee hiring, onboarding and offboarding; and clerical functions. Plan, organize, and direct assigned functions within Talent in a thoughtful and strategic manner, ensuring a focus on the efficient, effective provision of human resource services to employees. Lead activities to critically analyze and continuously improve human capital management in the District.

The Talent Director is responsible for ensuring that all certificated and classified hires experience an effective, streamlined, and coordinated staffing process with Oakland Unified. The Director oversees a team that ensures compliance with human resources policies and facilitates timely resolution of human resources issues, including transparent and timely information.

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:

Recruitment, Screening, and Placement

- Implement a targeted recruitment, screening, and hiring process to increase the overall pool of qualified certificated and classified applicants for all areas, focusing on expanding the pool of teachers of color and applicants in hard-to-fill areas.
- Develop, lead, and manage the school leader recruitment and screening process, ensuring a strong community engagement process.
- Cultivate strategic partnerships with local universities and educator preparation programs to ensure a strong pipeline of talent for the District, especially increasing the number of educators of color.
- Cultivate strategic partnerships with local organizations to support "grow your own" teacher and leader residency programs.
- Conduct recruitment activities at various educational institutions, recruitment fairs, professional conferences and other facilities.
- Collect and analyze placement data to benchmark progress toward goals; conduct analysis of results of selection to assess impact and ensure compliance.
- Develop and implement strategies to increase the number of effective educators working in hard-to-staff schools and subject areas.

- Lead the facilitation of the District advisory matching process.

Hiring and Separation of District Staff

- Create efficient processes that will facilitate and increase quality applicant flow from initial contact with Staffing Analyst to new hire orientation and onboarding; ensure alignment with the District's needs, strategic goals and priorities.
- Collaborate with the Talent Development Team to evaluate employment applications; refer qualified applicants and support all aspects of the interview process, including interview protocols, materials preparation, candidate communication and process documentation.
- Oversee the development of exit interviews and surveys of employees who voluntarily separate from the District in order to identify reasons for employee separation.
- Oversee the implementation of procedures for certificated or classified reductions in workforce.
- Collaborate with the Payroll Department to ensure all staff is paid accurately and on time.

Customer Service and Support

- Establish a working environment for all District employees that promotes fairness and equity in HR practices and ensures compliance with all Federal and State employment laws and District policies.
- Cultivate and expand relationships with Principals, Department Leaders, Managers, Talent Development and Educator Effectiveness to improve the delivery of staffing and human resources services to central office and school administrators.
- Collaborate with the Human Capital team to receive, address, and respond to inquiries and requests for information from teachers, principals, school administrators, staff and the general public.
- 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.

Compliance

- Remain current on federal, state and local laws and policies applicable to staffing; provide direction and trainings to central and site staff as necessary.
- Assist departments to identify specific and enduring staff assignments with recognition of clear and legal differences between classifications.
- Collaborate with labor partners to develop and implement staffing policies and practices.
- Develop and maintain audit and review checks; oversee the preparation of staffing metrics and reports.
- Manage the maintenance of personnel files for all employees and ensure that contents of files comply with District procedure, collective bargaining provisions, and legal mandates.

Staffing Team Leadership

- Serve as the department's central point of contact for interdepartmental projects and communications related to staffing.
- 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.
- Serve as the secondary point of contact for all District staff with issues or needs that have been escalated by the Staffing team.
- 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.
- Develop and conduct ongoing training sessions for assigned staff regarding changes in office policies and legal procedures; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of human resources administration in support of District goals.
- Perform other related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities.

Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Best practices in recruitment, selection, strategic placement, teacher training techniques, labor relations and negotiation, and personnel information systems (e.g., creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Maintain confidentiality at all times

Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

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

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

Facilitate discussion and learning activities towards a clear end

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

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

Analyze situations accurately, and adopt an effective course of action

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using Human Resources tools

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Human Resources, Business Administration, Public Administration or relevant work experience attained in a human resources capacity. 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 professional experience in Human Resource Management

Master's degree preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OC



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Educator Effectiveness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Academic Division	CLASSIFICATION:	Classified Management, Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: February 2015 Revised: June 2016	SALARY GRADE:	CFCA 25

BASIC FUNCTION: The Executive Director of Educator Effectiveness is responsible for supporting principals and instructional leaders to achieve the District’s vision of an effective teacher in every classroom and an effective leader in every school. Under supervision of the Chief Academic Officer, the Executive Director of Educator Effectiveness manages a team that will oversee the implementation of educator growth and development systems. This position will oversee the analysis of educator effectiveness across the district and take action to ensure that schools grow and retain effective educators.

The Executive Director of Educator Effectiveness 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:

Evaluation Implementation and Strategic Planning

- Establish metrics to measure the effectiveness of the District’s strategy and programs as it relates to educator effectiveness; collaborate with Research, Assessment and Data as appropriate.
- Partner with internal and external stakeholders to gain buy-in for implementation and reform of current evaluation practices District-wide.
- Leverage existing, and establish new, relationships with state agencies, universities, community colleges and stakeholder groups to maximize support for effective teaching and leading; identify policy changes as needed.
- Collaborate with Talent Management staff in the design and implementation of consistent, calibrated and rigorous comprehensive performance evaluations for certificated and classified staff, ensuring that evaluations are supported by valid and reliable measures of performance and explicitly linked to OUSD’s instructional vision and mission.

Educator Support

- Manage team collaboration with subject matter experts, school administrators and instructional leaders to develop and implement policies and programs that strengthen the ability of schools to attract, develop and retain the best educators
- Manage the development and implementation and teach best practices in educator support & coaching across the District to ensure the retention of our most effective staff.

- Manage the development and implementation a formal educator induction program that ensures all new teachers engage in a comprehensive induction program aligned to our educator effectiveness systems.
- Manage a system to identify educators in need of support and connect them with opportunities, resources, and tools to improve performance.

Evaluator Training and Development

- Partner with District leaders to establish consistently high standards for performance evaluation across OUSD; lead and ensure the development and confirmation of definitions, tools and processes and accountability related to Growth and Development Systems for teachers and school leaders.
- Manage the facilitation and training for principal managers, principals, assistant principals, alternate observers and teacher coaches to understand the evaluation processes and reporting tools, as well as norming and calibrating observer ratings.
- Develop a District coaching model for principal managers, principals, and assistant principals around the observation and feedback cycle.

Educator Effectiveness Team Leadership

- Lead a team of Educator Effectiveness Managers and Specialists in providing individual support to coaches and observers on OUSD vision for Educator Effectiveness including school leader & teacher coaching, new teacher support, and professional learning and development connected to our model
- Align and coordinate processes and practices to the District's teacher and leadership development theory of action, effective teacher and leadership frameworks, and professional development plans.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

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

Strategic direction of the District

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

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

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

Principles and practices of effective leadership and effective teaching

Principles and practices of supervision and evaluation

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

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

Facilitate professional learning opportunities for adult learners using a variety of delivery methods
Motivate and support adults to transform their practices
Interpret District collective bargaining contract language
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
Explain complex problems and solutions in clear, concise and compelling ways
Manage teams to achieve outcomes and to support the development of direct reports
Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education, Human Resources 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

Prior education experience, preferably in a school-based coaching or leadership role and/or education policy experience, preferably in human resources and/or talent development

Experience working in an urban school district preferred

Experience in performance management highly preferred

Master's degree preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	161095
Enactment Date:	6/22/16
By:	ORC



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, PEC	REPORTS TO:	Deputy Chief of Student Services
DEPARTMENT:	Student Services	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days
ISSUED:	Created: June 2016	SALARY GRADE:	Employee Contract

BASIC FUNCTION: Under the direction of the Deputy Chief of Student Services, the Executive Director of Programs for Exceptional Children performs a variety of leadership, supervisory and administrative tasks in monitoring and assisting the Programs for Exceptional Children in the Oakland Unified School District. The Executive Director of PEC leads, directs and supervises programs and services for students in the system with special needs; coordinates the efforts of federal, state and local agencies, administrators, private specialists, parents, and division supervisors to provide the services needed by students as determined by division staff; monitors the overall effectiveness of programs and ensures all are implemented within federal, state and local regulations.

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 a comprehensive program for students with special needs which assesses the needs of students, establishes objectives and priorities, delegates responsibilities to staff, develops strategies to achieve objectives and evaluates programs.

Lead state special education self-reviews and other compliance reviews; ensure submission of required reports at the District, state and federal levels.

Direct the District's program evaluation, internal compliance audits, state and federal reporting requirements and management information services.

Provide direction, consultation and supervision to program staff; consult with centrally-based staff and school-based staff on individual cases and on interpretation of federal, state and local policies and procedures; interpret and provide guidance for the implementation of state and federal legal mandates regarding Programs for Exceptional Children and services to children with special needs.

Provide leadership in the monitoring of services provided to District students who are not directly assigned to a school within the District: home-based program, students in non-public school settings and students placed outside the District; ensure out-of-district placement of students is completed in an efficient and effective manner.

Develop and implement standards, policies and procedures related to special education services; develop short- and long-range goals for the division; monitor the progress of various services; make recommendations for changes; update and ensure implementation of the District's policies and procedures as they relate to students in

special education programs.

Work in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and various other agencies to meet the needs of students; prepare and monitor contracts with individuals and agencies for special services not available through the school system; ensure compliance of programs with federal, state and local laws and regulations.

Lead and attend a variety of meetings/committees; represent the District in collaborative/partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned.

Provide leadership in the alignment of curriculum, implementation of state testing requirements and program enhancement designed to improve the quality of services and outcomes for students; recommend programmatic and staff changes to Chief Academic Officer.

Work with staff in program evaluation, design, interpretation of data and scientific decision-making strategies.

Make decisions and present recommendations concerning and impacting critical educational and administrative operations.

Consult with staff, parents and outside agencies regarding special education students and programs/services offered.

Coordinate with local agencies, parents and school personnel to resolve problems and secure needed resources.

Respond to Superintendent, Chief Academic Officer, Deputy Chief of Student Services, Leadership Team, administrators, staff, parents and representatives from outside agencies regarding special education related issues.

Ensure communication and dissemination of program information to staff, school sites, parents, Board and Superintendent's Cabinet.

Provide direction and information to the Board and Superintendent's Cabinet on issues specific to Special Education.

Provide leadership in the implementation of the Program for Exception Children Strategic Plan providing written updates to the Superintendent, Leadership Team, staff, parents and the community as needed and requested; update and revise Strategic Plan as needed.

Attend Board meetings and prepare reports as requested by the Chief Academic Officer, Superintendent and Leadership.

Represent the District, when requested, in mediation, administrative hearings and court proceedings relating to students in need of or receiving special education services.

Participate in special education programs with public and private organizations and agencies including Alameda County Office of Education and Special Education Local Plan Area (SELPA).

Attend regular Special Education Advisory Committee meetings.

Plan, coordinate, and arrange appropriate training for assigned staff to ensure professional development opportunities.

Follow procedures for safe storing and integrity of all public and confidential school records, ensuring personnel and student record keeping procedures comply with state, federal and District laws and policies.

Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

Provide training and assist staff with the implementation of regulations involving confidential information.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions.

Provide leadership in the development and preparation of annual budgets for special education programs; coordinate with other departments or agencies to ensure maximum services; monitor expenditures of approved budget.

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:

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

Curriculum for special education programs

Counseling and testing programs for special education students

Federal, state and local agencies that provide services for children with special needs

Local, state and federal policies and procedures regarding children with special needs

County and District policies, procedures and standards regarding special education

The ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations

The current literature, trends, methods and developments in the area of special education

The principles of supervision, organization and administration

Utilization of various forms of assessment to guide and design instruction

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

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

Budget and grant preparation and management to ensure fiscal responsibility

Funding opportunities and community contacts for assigned program

Correct English usage, grammar, spelling, and punctuation

Principles and practices of administration, supervision, and training

Computer software, hardware, and related technology

ABILITY TO:

Plan, organize and administer a large, complex special education program and SELPA

Apply specialized special education knowledge to the administration and management of SELPA programs and services within established policy guidelines, research and evaluation concepts and solutions

Assess the needs of students

Plan, develop, implement and evaluate large programs

Develop and implement policies, procedures and standards for services offered

Evaluate the effectiveness of existing programs and make recommendations for improvements

Maintain complete and accurate records and statistics and to develop meaningful reports from that information

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

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

Make oral presentations before large groups of people

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

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

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

Analyze situations accurately and adopt an effective course of action

Meet schedules and time lines

Work independently with little direction

Plan and organize work

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Remain current on trends and development in the Special Education field

Operate personal computer, related software, and other office equipment

PREREQUISITES

Master's degree in Public Administration, Education Administration, Special Education or related field

Seven (7) years of directly related progressively responsible experiences with four (4) years of administrative experience in Special Education

Three (3) years successful experience as a special education teacher, school psychologist, school nurse, speech and language pathologist or other related certificated field

Demonstrated knowledge and understanding of special education programs

Demonstrated understanding of the regulations regarding the operation of special education programs

Experience working with a variety of agencies and community resources involved with students and families

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

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

Experience in management and development of large grants

Valid California Administrative Services Credential

California teaching Credential authorizing services in special education is preferred

Specialized subject matter expertise in special education required for SELPA director

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-095
Enactment Date:	6/22/16
By:	DM



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Software Data Systems and Support	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 hours
ISSUED:	Created: April 2012 Revised: June 2016	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Select, develop, implement and manage the District's applications, systems, programs, and platforms. Work with the CTO and the Executive Director, Technology Services to direct the day-to-day operations focused on applications and systems that support improving teaching and learning.

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:

Plan, organize, develop, secure, and operate enterprise applications; runs the Technology Services Department in the areas of school and administrative technology systems

Provide leadership in anticipating, selecting, and developing appropriate applications and systems to support major software initiatives involving the District's mission

Work with 3rd parties to provide delivery and support of software as a service (SaaS) in a "cloud" environment that is available, reliable, usable, and secure.

Develop and manage external partnerships and resources and establish guidelines for relationships with vendors.

Develop, implement, and update internal information services procedures and processes to ensure smooth and efficient delivery of services and compliance with laws, policies, and regulations.

Participate in planning and lead implementation of all business information systems, such as student information systems, inventory management systems, contracts systems, textbook and library management systems, finance systems, HR systems and communications.

Grow and build highly complex technology architectures and integrations. Anticipate technology scale and capability challenges and communicate clear, proactive plans to address these challenges.

Develop and evolve the architectural roadmap for software and data systems, setting the vision and strategy for ensuring efficiency and consistency in infrastructure and operations. Work with the CTO and the Executive Director, Technology Services to develop and evolve the District's long-term technology strategy.

Work with the CTO and the Executive Director, Technology Services to resource and budget key technology initiatives and drive them to completion.

Implement and maintain the system security controls needed to prevent unauthorized access to sensitive data. Work with the CTO and the Executive Director, Technology Services to implement policies and procedures that provide data security throughout the technology ecosystem in a manner compliant with FERPA, HIPAA and other laws, policies and regulations related to data access and usage.

Develop, document, and evolve standards and processes for data governance and data management, including supporting systems and the flow of data throughout the technology ecosystem. Work with stakeholders to implement data governance standards and compliance monitoring, and to define and develop controls to ensure the completeness, accuracy, and quality of data.

Provide technical leadership to project teams throughout all areas of the software development life cycle, including requirements analysis, design, development, testing and maintenance. Research and develop frameworks and applications for large-scale data analysis and validation.

Plan, organize, direct and coordinate activities related to ensuring access to all applications to the end-user in an easy and secure manner.

Lead the district Data Program and technical requirements for state reporting efforts (e.g., CALPADS, CASEMIS, CARS, etc.). Design and implement technical solutions that are aligned with the Data Program and which promote and improve data quality throughout the District.

Develop and update the District's Information Technology Plan providing a framework (architecture) for school and business needs for present and future needs

In collaboration with Executive Director, Technology Services, develop, coordinate and oversee a training program for the District's primary technology tools, such as Aeries.

Oversee and implement agile project management methodologies for large-scale technology projects, including requirements analysis, technical specification, project schedule, and risk assessment, in a manner consistent with timely delivery, code quality, and engineering best practices.

Develop and maintain internal management processes that ensure that school and central office customers are being supported effectively with strong inter-departmental coordination and two-way information flow.

Work with the CTO and the Executive Director, Technology Services to oversee the day-to-day operations needed to ensure timely and reliable technical support for OUSD's central and school employees.

Communicate with other administrators, District personnel, and members of the public to coordinate activities, resolve issues, and exchange information.

Compose reports and correspondence covering a wide variety of information and application services, strategic planning, and telecommunications matters; write and design Information Services manuals and other printed matter as required.

Work closely with Executive Director, Technology Services and CTO to provide leadership at the team, District, and stakeholder levels.

Develop and maintain internal management processes that ensure that application users (customers) are being supported effectively.

Present reports to the Board of Education and its committees as needed.

Develop and evaluate requests for proposals related to technology.

Serve as the CTO in the absence of the CTO; represent the CTO, when asked, at meetings and on committees.

Participate as needed in appropriate labor negotiations.

Hire, supervise, train and evaluate assigned personnel.

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

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices.

Plan for future staffing needs and work with direct reports in their professional development and performance management in a manner that enables them to stay current with state-of-the-art methods and practices. Promote a culture of high-performing teams with an emphasis upon accountability and excellence.

Attract, recruit and retain the most highly skilled technology talent.

Attend department and other meetings as required.

Hold regular team meetings.

Facilitate cross-functional team meetings, in collaboration with Executive Director, Technology Services.

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:

Developing, designing, recommending, and implementing and assessing strategic plans and policies

Software standards for all aspects of systems and applications

Data-related industry standards and practices (e.g., SSO, API's, Agile, etc.) and of governmental mandates and opportunities

Large scale, data-oriented and service-oriented software and system architectures

Current technological developments/trends in systems, software, architecture, development standards, protocols, and integration standards

Current and developing information systems and software for K-12 Education

Research on best practices for use of software to increase student achievement and increase staff productivity

Principles and practices of project management, software development, operations, and support

Developing and leading highly-productive technology teams

Effective staff management and evaluation

Applicable federal, state, and District codes, regulations, policies and procedures governing data and data privacy

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Presentation, communication, and public speaking techniques

ABILITY TO:

Develop requests for proposals and evaluate proposals in reference to software and information systems

Analyze strategic direction of District plan for technology and software; provide solutions and future direction in support of plan and District goals and objectives

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals

Develop creative solutions to problems with software in spite of minimal resources

Work collaborate with others in IT to support IT goals and objectives

Initiate and direct software projects in support of strategic and operational goals

Train, supervise and evaluate personnel

Foster a cooperative work environment

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

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

Understand and discuss complex technical concepts with both technical and non-technical staff.

Accurately maintain records and prepare reports related to assigned activities

Understand and follow oral and written directions

Organize resources and establish priorities

Plan and organize large-scale technology projects to meet schedules and timelines

Organize, coordinate, and prioritize a large volume of activities, programs and services

Work confidentially and with discretion

Work independently

Complete work accurately and as directed despite frequent interruptions

Understand school organization, policy, and culture

Understand the change process and effective approaches to facilitating change

PREREQUISITES

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 years executive or administrative experience that included responsibility for management of multiple simultaneous projects

Five years Director-level experience in managing large enterprise and/or infrastructure projects and related technology efforts

Prior technical background in software analysis, architecture, design and development

Master's degree preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Technology Services	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 hours
ISSUED:	Created: June 2014 Revised: June 2016	SALARY GRADE:	CFCA 25

BASIC FUNCTION: Organize and align people, systems, hardware, and programs to best serve Oakland students. Coordinate, implement and manage the District's technology programs primarily focused on schools (network, devices, Instructional Technology programs, strategic technology projects, etc.). Lead the department's infrastructure and projects at schools. Work with the Chief Technology Officer (CTO) and Executive Director, Software, Data Systems, and Support to direct the day-to-day operations focused on improving teaching and learning.

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 CTO to plan, organize, control, and direct the day-to-day operations of the Technology Services Department in the areas of education and administrative technology, network support, school applications management, customer support workflow monitoring, and productivity assessment.

Provide leadership in anticipating and developing appropriate and innovative plans to major initiatives involving the District's technology services program.

Together with CTO and Executive Director, Software, Data Systems, and Support, plan, organize, and hold quarterly Technology Steering Committee meetings to guide direction of technology aligned to District's goals

Develop and manage external partnerships and resources and establish guidelines for relationships with vendors.

Develop, implement, and update internal Technology Services procedures and processes to assure smooth and efficient delivery of services and compliance with laws, policies, and regulations.

Participate in planning of all business information systems used at schools, such as student information system, inventory management system, textbook and library management systems, and internal communications.

Plan, organize, direct and coordinate daily operations and projects related to wired and wireless network from the end-user to the internet to school resources.

Direct, supervise, coordinate and maintain the District's enterprise network systems environment including: local and wide area network servers, routers, firewalls and other infrastructure systems, telecommunications and teleprocessing systems and equipment.

Lead the development of network usage metrics reports and dashboards that illustrate system, transaction, and bandwidth usage by site; correlate these metrics to priorities for network related initiatives; maintain network monitoring and diagnostic equipment for capacity planning, preventative maintenance and diagnostic purposes.

Guide and implement cyber security vision for all OUSD staff and students, including implementation of security tools and related communications.

Develop and update the District's Technology Plan providing a framework for school needs, standardization, and prioritization of projects, purchasing guidelines, and the use of technology.

Develop and oversee a system of school support focused on providing technology support for OUSD's extensive reform efforts, including technology teacher leaders, remote and on the ground school technology support

In collaboration with Executive Director, Software, Data Systems, and Support, develop, coordinate and oversee a training program for the District's primary technology tools, such as Google Apps

Communicate with other administrators, District personnel, and members of the public to coordinate activities, resolve issues, and exchange information.

Compose reports and correspondence covering a wide variety of information services, strategic planning, and technology matters; write and design Technology Services manuals and other printed/published matter as required.

Work in tight collaboration with Facilities Management to ensure smooth coordination between voice and data infrastructure at schools.

Work in tight collaboration with Teaching & Learning and Programs for Exceptional Children to ensure close alignment of technology supporting instructional goals.

Work closely with Executive Director, Software, Data Systems, and Support and CTO to provide leadership at the department, District, and stakeholder levels.

Develop and maintain internal management processes that ensure that school customers are being supported effectively with strong inter-departmental coordination and two-way information flow.

Present reports to the Board of Education and its committees as needed.

Develop and evaluate requests for proposals related to technology

Serve as the CTO in the absence of the CTO; represent the CTO, when absent, at meetings and on committees.

Participate as needed in appropriate labor negotiations.

Hire, supervise, train and evaluate assigned personnel.

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

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices.

Plan for future staffing needs and work with direct reports in their professional development and performance management in a manner that enables them to stay current with state-of-the-art methods and practices. Promote a culture of high-performing teams with an emphasis upon accountability and excellence.

Attract, recruit and retain the most highly skilled technology talent.

Attend department and other meetings as required.

Hold regular team meetings.

Facilitate cross-functional team meetings, in collaboration with Executive Director, Software, Data Systems, and Support.

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:

Developing, designing, recommending, and implementing and assessing strategic plans and policies

Infrastructure and performance standards for all aspects of the IT system

Data-related industry standards (e.g., SSO) and of governmental mandates and opportunities (e.g., SBAC, E-rate, etc...)

Current technological developments/trends in network systems, media, device technology, instructional media

Current and developing information services requirements of schools

Research on best practices for use of instructional technology to increase student achievement and increase staff productivity

Principles and practices of project management, administration and evaluation

Effective staff management and evaluation

Financial / business analysis techniques

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

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Presentation, communication, and public speaking techniques

ABILITY TO:

Develop requests for and evaluate proposals in reference to technology

Analyze strategic direction of District plan for technology; provide solutions and future direction in support of plan and District goals and objectives

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals

Develop creative solutions to technology in spite of minimal resources

Work collaborate with others in IT to support IT goals and objectives

Initiate and direct technical projects in support of strategic and operational goals

Train, supervise and evaluate personnel

Foster a cooperative work environment

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

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

Accurately maintain records and prepare reports related to assigned activities

Understand and follow oral and written directions

Organize resources and establish priorities

Plan and organize work to meet schedules and timelines

Organize, coordinate, and prioritize a large volume of activities, programs and services

Work confidentially and with discretion

Work independently

Complete work accurately and as directed despite frequent interruptions

Understand school organization, policy, and culture

Understand the change process and effective approaches to facilitating change

PREREQUISITES

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 years executive or administrative experience that included responsibility for management of multiple simultaneous projects

Master's degree preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Central Kitchen I and II	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	CKM I: 10 months/7.5 hours CKM II: 12 months/7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	AFSCME CKM I AFSCME CKM II

BASIC FUNCTION: Under minimal supervision, the Central Kitchen Manager directs food service personnel at a central kitchen that serves multiple sites to ensure functions are performed in a safe and efficient manner; provide food services at designated sites to meet the mandated nutritional needs of students; ensure proper transport and availability of food service items to a variety of sites; provide written support to convey information; and comply with mandated health standards.

DISTINGUISHING CHARACTERISTICS:

The Central Kitchen Manager I is distinguished from **the Central Kitchen Manager II** in that the higher Level II position manages a larger kitchen and serves more schools with different meal programs. The **Central Kitchen Manager II** also oversees the work of the Stock Clerk.

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:

Manage the central kitchen operations and direct central kitchen food service workers and other personnel as assigned to maximize the efficiency of the workforce and meeting shift requirements.

Orient and train central kitchen employees and student workers as assigned to maximize the productivity of the work force, provide adequate coverage and ensure compliance with health, safety and nutritional standards of central kitchen operations.

Coordinate Nutrition Services schedules to provide coverage for special events (catering, promotional events, etc.); oversee assigned site's catering request for the purpose of providing requested services in an efficient and timely manner.

Direct and/or participate in the transport and delivery of hot and cold food items to ensure availability of food items in accordance with site requirements.

Estimate food preparation amounts and adjusts recipes, if required, to meet projected meal requirements and minimize waste of food items; manage portion control by making changes recipe batch cooking to meet scales of a larger demand; order needed paper goods to maintain an adequate inventory to complete jobs efficiently within budget guidelines.

Inventory food, condiments, supplies and equipment at specified intervals to ensure availability of items required for meeting projected menu requirements.

Evaluate prepared food for flavor, appearance and temperature for the purpose of presenting items that will be accepted by students and/or staff.

Implement menu plans to meet students' mandated daily nutritional requirements.

Inspect food and/or supply deliveries to verify quantity, quality and specifications of orders and/or comply with the Hazard Analysis Critical Control Point (HACCP) requirements.

Monitor refrigeration logs and Menu Production Worksheet to ensure compliance with HACCP requirements.

Monitor equipment operations and function to ensure equipment is in safe working order; oversee the cleaning of utensils, equipment, food storage, food preparation and serving areas for the purpose of maintaining sanitary conditions.

Prepare a wide variety of complex documentation both manual and electronic (e.g., menus, transportation logs, meal counts by site, reconciliation reports, time sheets, parent notices, food forecasting sheets, bank deposits for armored car pick up, food/milk orders, inventory and supply lists, machine logs) to document activities and issues, meet compliance requirements, provide audit references and/or provide information to appropriate parties.

Process kitchen and/or food related data (e.g., daily food/milk counts reports, free/reduced meal counts, fridge/freezer temperature reports, food forecasting sheets, bank deposits for armored car pick up, food/milk orders, inventory/supply lists, machine logs, purchase orders) to update and distribute information, authorize for action and/or comply with established food service practices and/or procedures.

Manage the completion and submission of Central Kitchen timesheets and other payroll documents to ensure employees are paid accurately.

Reconcile transactions (e.g., meal counts, monies collected, negative student balances) for the purpose of maintaining account balances in compliance with established policies and procedures.

Provide training (e.g., food preparation, health standards, sanitation, methods) to address nutritional service requirements in compliance with established guidelines.

Orient new employees to work center and school site processes to provide information regarding site operations and activities.

Participate and/or facilitate a variety of meetings of kitchen site staffs (e.g., unit meetings, in-service training, workshops) convey and/or gather information required to perform job functions and/or maintain compliance with district, state, and federal rules, regulations and guidelines; attend monthly managers' meeting for menu planning and recipe development meetings.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to institutional sustainability to stay current with state-of-the-art methods and practices; take 10 hours of annual continuing education/training.

Utilize personal and network computers for word processing, database management, and computer peripherals and systems applications: Microsoft Office Suite – Word, Excel, and use web-based applications like School Dude, Web Smart, etc....

Assist other personnel as required to support them in the completion of their work activities.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

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

Principles, methods, procedures, and techniques of storing, preparing, cooking, baking and serving food in large quantities

Standard food service terminology, appliances and equipment

Sanitation, safety practices and procedures

Menu planning, cost determination and nutrition

Methods and operational procedures pertaining to the requisitioning, receiving, and storing of foodstuffs, supplies and materials

Nutrition, dietary requirements and alternative food sources

Health standards and hazards

Correct English usage, grammar, spelling, punctuation and vocabulary

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

Methods of industrial cleaning

Proper maintenance and operation of modern equipment

Basic mathematical calculation processes, record keeping, money handling and banking procedures

Personnel motivation, planning and organization techniques

Computer software, hardware, and related technology

ABILITY TO:

Effectively lead food service personnel in the cooking, baking and serving of nutritionally sound and attractive foods

Schedule a significant number of activities, meetings and/or events

Read a variety of manuals, write documents following prescribed formats and/or present information before groups

Understand multiple step instructions

Schedule activities

Work with detailed information and data

Gather, collate and/or classify data

Perform basic mathematical calculations with speed and accuracy

Maintain complete and accurate inventory control and other operational records

Understand and carry out oral and written directions, including use of nutrition service terminology

Problem solve to analyze issues, create plans of action, research solutions and define conclusions

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

Make generalizations, evaluations or decisions without immediate supervision

Maintain records and prepare reports related to assigned activities

Creatively use resources to resolve operational challenges

Consider a number of factors in the use of equipment

Work with others under a wide variety of circumstances

Use equipment for a variety of purposes under different conditions that requires an understanding of various methods of operation

Adapt to changing priorities

Work with a significant diversity of individuals and/or groups

Communicate effectively with diverse groups

Work as part of a team

Set priorities

Maintain confidentiality

Meet deadlines and schedules

PREREQUISITES

High school graduation or equivalent

Five (5) years of progressively responsible experience in the food service industry

ServSafe Certificate required

Required to perform multiple, technical tasks with a need to occasionally upgrade skills to meet changing conditions

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Food services environment; heat from ovens and cold from refrigerators and freezers; exposure to cleaning chemicals, sharp knives and slicers; driving a vehicle to conduct work; fast-paced work; constant interruptions; hazards may include cuts, burns, slipping and tripping

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting; standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 50 pounds, occasionally 50+ 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, use the computer, prepare food and clean assigned areas; 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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	167095
Enactment Date:	6/22/16
By:	OT



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Classification and HR Operations	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 18

BASIC FUNCTION: The Manager of Classification and Human Resources Operations is primarily responsible for leading the effective and coordinated implementation of human resources business processes, functions and procedures including classification and compensation, benefits, and credentials. Under the supervision of the Director of HR Operations, the Manager leads a team that defines systems requirements, proposes potential solutions and coordinates the implementation or modification of technology and/or process automation solutions.

The Manager of Classification and Human Resources Operations 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:

Oversee Core Human Resources Operations

- Improve operational effectiveness by streamlining processes and procedures specifically in the areas of compensation and classification, credentials, benefits, and generally Talent when necessary.
- Manage periodic internal process audits when necessary.
- Provide leadership and oversee employee information collection, analysis and reporting.
- Use various software applications, such as spreadsheets, relational databases and graphics packages to assemble, manipulate and/or format data and reports (standing, regular and ad hoc).

Process Improvement Strategy

- Champion the development and implementation of a global strategy for process improvement across the Talent Division (TD) to improve overall efficiency and effectiveness.
- Provide change management leadership to ensure the Division achieves targeted performance levels; model, lead and coach people to support and sustain business process transformation.
- Ensure the TD process improvement strategy is understood and sufficiently supported by the appropriate stakeholders.
- Train and share knowledge with TD teams to enable them to develop business transformation capabilities.
- Assess TD operational needs and change policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District.
- Understanding the volume and nature of the work and continually triage, prioritize and rebalance work within the team to optimize team performance.

- Provide leadership to the team to ensure that best-practice processes are proactively designed, implemented and documented through job aids and training.

Operational Team Leadership

- Serve as the department's central point of contact for interdepartmental projects and communications related to TD business operations.
- Assess TD operational needs and changes in policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District; assist in the development of the department's strategic plan for all operational activity.
- Ensure that all HR operational needs are clearly understood by the Talent team and that on-going and ad hoc work requirements are assigned to, and transacted by, the appropriate team member.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.

Classification and Compensation

- Manage and execute development, classification and compensation determination, and salary schedules for certificated and classified District employees.
- Manage the development and maintenance of systems to insure that job descriptions remain accurate, up-to-date, and are appropriately associated with the job titles in the District's employee management system; audit position description databases to ensure accurate and current versions of position descriptions are maintained.
- Research, analyze, and compile statistics and other data regarding salaries, position classification, job analysis, and related matters in order to develop competitive and appropriate position descriptions and classifications that align with industry standards.
- Manage classification and compensation surveys and studies as appropriate for the district to maintain competitive wage and salary systems; maintain a current database of comparable jurisdictions' pay and benefits on which to assess both the internal and external equity/appropriateness of the District's pay and benefits; ensure internal parity of compensation levels for comparable jobs across departments.
- Manage the Meet and Confer process with OUSD Labor Partners when new job classifications are created.
- Maintain knowledge of applicable legal provisions related to personnel and employee compensation.
- Serve as a resource to District central and school site leaders regarding position classification, position description development, and compensation structures.
- Remain current and knowledgeable on new classification and compensation systems for public and private sectors and changes in technology/human resources issues associated with classification and compensation.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Maintain confidentiality at all times

Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others

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

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

Facilitate discussion and learning activities towards a clear end

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

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

Analyze situations accurately, and adopt an effective course of action

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using Human Resources tools

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in HR, IT, Business Administration, Organizational Development 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 professional experience in Human Resource Management

Knowledge of the classification and compensation functions preferred

Experience in public service human resources preferred

Master's degree preferred.

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	ea



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Leadership Growth and Development Systems	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: February 2015 Revised: June 2016	SALARY GRADE:	ADCL 18

BASIC FUNCTION: The Manager for the Leader Growth and Development System is primarily responsible for developing and managing policies and systems related to creating a meaningful evaluation and development experience for school leaders. Under Supervision of the Executive Director of Educator Effectiveness, the Manager will work closely with the Academic Team, the Chief of Schools and the Executive Director for Leadership Development to continuously improve the framework and support expansion of the Leader Growth and Development System.

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:

The Manager for Leader Growth and Development System will support the work of the Academic team in a number of ways, including:

- Collaborate with Chief of Schools and Executive Director for Leadership Development to develop a shared understanding of and support for the implementation of the Leader Growth and Development System (LGDS), including:
 - Evaluator/Supervisor training
 - Observer certification process
 - Validation and reliability of measures
 - Communication strategies
 - Alignment with Oakland Leadership Dimensions
 - Measurement accuracy
 - Transparency
 - Other topics as they arise
- Partner frequently with Office of Post Secondary Readiness to process and synthesize implementation of professional learning and formulate recommendations for revisions and improvements to the evaluation system.
- Work with the Educator Effectiveness team and the Chief of Schools to collect data and analyze results from LGDS; identify areas for improvement and propose revisions to model based on observed trends.
- Manage collection of input and feedback on the Oakland Leadership Dimension and LGDS; coordinate stakeholder engagement opportunities.
- Ensure that leader evaluation and professional learning frameworks are grounded in the specific priorities, context, and needs of Oakland's leaders and schools.

- Partner with the Executive Director of Educator Effectiveness to develop relevant frameworks for teacher leaders.
- Collaborate with and serve as liaison to other District divisions to establish systems of professional learning that align with and are responsive to the outcomes of the Leader Growth and Development System; ensure these professional learning systems reflect best practice and are grounded in adult learning theory; provide implementation guidance as appropriate.
- Develop recommendations for how LGDS may be used to identify and track developing leadership talent in the District in order to support OUSD's principal pipeline and succession management process.
- Partner with Growth and Development Program Managers, Talent Development, Educator Effectiveness and other District staff to implement effective training and succession development practices.
- Work closely with Manager, Teacher Growth and Development System, and Program Manager, Classified Growth and Development System, to ensure the systems are aligned with each other and with the strategic direction of the District.
- Review and maintain knowledge of external research and benchmarking to ensure LGDS is positioned to deliver meaningful results for school leaders and schools.
- Track best practices in leader evaluation from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around leader evaluation and development.
- Provide project management support for special initiatives related to leader evaluation and professional learning.
- Support in the preparation of written documents, presentations, and executive summaries for parent, school, district and state level audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain leader evaluation resources, including best practices in measuring effectiveness.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the LGDS.
- Provide cross training to other staff members within the department.
- Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

The change process and its relationship to current trends in large urban school districts

Current District strategic plan and priority initiatives

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

Best practices in developing leaders and adult learning

Statistics and measurement

Research related to principal evaluation and educator effectiveness

Laws, rules, regulations and policies affecting the administration of principal evaluation and supports

Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

Exercise diplomacy, sound judgment, leadership, problem solving and accountability

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

Analyze a situation or project and plan a strategy for resolution or completion

Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations

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

Communicate effectively in English orally and in writing

Set ambitious goals, work independently and drive results

Produce high quality work, including strong attention to detail

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Organizational Development, Human Resources, Business 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 successful teaching and/or administrator experience

Successful experience in performance management, professional development, assessment and implementation

Experience in administrative leadership preferred

Master's degree preferred

Valid Administrative Services Credential preferred, but not required

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Recruitment	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours
ISSUED:	Created: June 2016	SALARY GRADE:	CFCA 18

BASIC FUNCTION: The Recruitment Manager is responsible for recruiting outstanding teachers, leaders, and classified staff to the Oakland Unified School District. The Recruitment Manger manages a team that oversees recruitment, selection, and placement of certificated and classified candidates; the team will assist in new staff orientation, and onboarding. The Manager will explore new pipelines of teacher, leader, and classified staff talent.

The Recruitment Manager 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:

Implement a targeted recruitment, screening, and hiring process to increase the overall pool of qualified certificated and classified applicants for all areas, focusing on expanding the pool of teachers of color and applicants in hard-to-fill areas.

Develop, lead, and manage the school leader recruitment and screening process, ensuring a strong community engagement process.

Cultivate strategic partnerships with local universities and educator preparation programs to ensure a strong pipeline of talent for the District, especially increasing the number of educators of color.

Cultivate strategic partnerships with local organizations to support "grow your own" teacher and leader residency programs.

Conduct recruitment activities at various educational institutions, recruitment fairs, professional conferences and other facilities.

Develop strategies to effectively market Oakland Unified School District as the preferred employer for certificated and classified applicants in all position.

Gather and use data to determine highest yield programs/sources from which to recruit, the most appropriate backgrounds and preparation of prospects, the most appropriate training and relevant experience, which will lead to high quality recruits and low turnover in employees.

Collect and analyze placement data to benchmark progress toward goals; conduct analysis of results of selection to assess impact and ensure compliance.

Perform trend analysis to augment the Staffing Analysts' hiring projections to anticipate high-need areas.

Develop and implement strategies to increase the number of effective educators working in hard-to-staff schools and subject areas.

Lead the facilitation of the District advisory matching process.

Create an annual plan to meet the District's hiring needs based upon forecast.

Train Staffing Analysts and sites in recruiting processes and effective use of the applicant tracking software.

Develop an effective follow-up program for the Staffing Analysts to keep in constant communication with applicants/candidates throughout the selection and employment process.

Develop specialized recruitment campaigns for senior level management positions.

Stay informed of the status of District executive level positions and keep supervisor apprised of key updates or concerns.

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 other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment

Best practices in recruitment, selection, strategic placement, teacher training techniques, labor relations and negotiation, and personnel information systems (e.g., creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)

Various District bargaining unit contracts

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

Sound personnel practices and procedures

Legal and equitable interview and selection techniques

Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline

Employee benefits program administration

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

Interpersonal skills using tact, patience, and courtesy

Principles and practices of effective leadership

Presentation, communication, and public speaking techniques

Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

- Be a strategic thinker to determine most effective recruiting based on dynamic needs and constrained supply
- Be a creative thinking to identify new opportunities/ methods to find and attract high-quality candidates
- Generate excitement among potential and existing applicants about working in Oakland Unified School District
- Develop and implement recruitment plans
- Use empirical data to drive strategy and improve performance
- Maintain confidentiality at all times
- Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Explain complex problems and solutions in clear, concise and compelling ways
- Facilitate discussion and learning activities towards a clear end
- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- 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
- Analyze situations accurately, and adopt an effective course of action
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Learn new software applications and assist sites in using Human Resources tools
- Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Human Resources, Business Administration, Public Administration or relevant work experience attained in a human resources capacity. 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 professional experience in talent acquisition, talent management or human resources, including two (2) years of recruitment in an urban education environment or with an educational non-profit organization

Experience managing people and demonstrated experience in leading, developing and motivating a team

Demonstrated success in developing and executing comprehensive hiring plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	ee



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Operations Engineer	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Communications and Public Relations	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: March 2009 Revised: June 2016	SALARY GRADE:	WTCL 47

BASIC FUNCTION: An operations engineer is responsible for production control functions including robotic camera operation, audio operation, and technical directing and is responsible for master control functions including monitoring multiple air channels, acquiring, ingesting and preparing content, executing playlists, maintaining regulatory compliance, assuring quality control of on air product, and documenting transmission events.

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 diagnostics, troubleshooting, routine and preventive maintenance of broadcast and other technical equipment in a digital production facility.

Monitor, analyze, and solve problems with RF, video, audio, cameras, digital switchers, digital routers, digital video servers, character generators, automation, post-production, non-linear editing systems, and familiar with transcoding software for SD, HD and 4K.

Prepare and operate production control room equipment for live and recorded programs and events.

Work with operations on remote field productions - setting up, breaking down and troubleshooting cameras, cables and switchers.

Ensure smooth transitions from program to public service announcements to station break/overnight bulletin board.

Provide audio support for Board of Education meetings, other District events, and press conferences.

Coordinate KDOL TV program schedule, distribute to the public and various media outlets.

Familiar with network IP Streaming

Supervise contract engineers, and outside vendors in periodic repair, maintenance, and operation of broadcast equipment and systems as and when needed.

Provide primary vendor interface for troubleshooting complex system issues.

Work with all users to determine technical needs and concerns.

Document and maintain equipment maintenance history database and generate status reports for both users and supervisor.

Resolve software problems beginning at the lowest level (user – tech - vendor).

Evaluate, research and recommend equipment and software acquisitions for the station.

Install and upgrade systems components and software as directed.

Fabricate cables and small part modifications.

Maintain equipment center and workshop, spare parts inventory, tools and storage areas.

Integrate newly acquired equipment with existing systems and fabricate parts as needed.

Ensure that disaster recovery methods are accurate and accessible – back-ups.

Troubleshoot equipment and recommend appropriate solutions including vendor repair, in house repair or equipment replacement.

Review broadcast equipment, software, work stations and develop and carry out regular maintenance schedule that will reduce damage and loss due to everyday wear and tear.

Assist with the installation and maintenance of IT equipment and systems; aid IT staff in supporting broadcast computing and networking systems; work closely with Supervisor, IT and peers to develop proficiency resolving engineering and IT issues; isolate and troubleshoot engineering and IT issues in a demanding work environment.

Troubleshoot and repair electronics at the component level.

Assist in training operations staff and students in the set up and operations of equipment; assist credentialed instructor to supervise student employees.

Provide technical and general assistance to persons using KDOL TV studio for production.

Provide backup support to other KDOL TV staff.

Use operational manuals, schematic drawings and diagnostic equipment to locate equipment malfunctions.

Perform related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

All areas of television production and familiar with all studio production equipment

Current engineering technologies in television broadcast

Television station operations

Videographer audio equipment, such as, wired, wireless and shotgun microphones, lavalieres, and microphone booms

Videographer live production equipment, such as pan tilt and zoom cameras, live video switchers, and computer graphic generators

Media production, communication, dissemination techniques and methods, and online distribution

Telecommunication systems, such as transmission, broadcasting, switching, control, and operation

Equipment used for delivery of Distance learning, such as analog and digital, interactive TV studio, Final Cut Pro editing, and video cameras

Master control switchers, servers, video tape recorders, computer graphics, and satellite downlinks

Alternate ways to inform and entertain written, oral, and visual media

Theory and techniques to compose, produce, and perform works of music, dance, visual arts, and drama

Video production software

Photography

Modern office equipment

Key functions of other KDOL TV staff positions

Computer software, hardware, and related technology

ABILITIES TO:

Work well in a broadcast team environment, including talent, producers and directors, under strict time deadlines

Quickly learn new tools and technologies

Maintain complete confidentiality on all business matters

Effectively communicate and collaborate with a diverse range of people and job functions

Work varied schedules and to work overtime and/or holidays

Be helpful under pressure is of the utmost importance

Multi-task in a fast-paced environment

Operate shoulder held video cameras and DSLR

Effectively communicate in English, orally and in writing

Work cooperatively with others

Speak clearly and precisely

Maintain accurate records

Meet schedules and timelines

Attend to details

Plan, organize, and schedule work

Work flexible hours or shifts including weekends and holidays

Safely relocate heavy objects

Recognize and report hazards and apply safe work methods

PREREQUISITES

Associate's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Broadcast Communications/Production or related field. A combination of experience and education may be used to meet the Associate's Degree requirement; however, the work experience years used to qualify for the AA requirement cannot be used to meet the work requirement.

Five (5) years of overall broadcast engineering experience at a local TV station, cable/satellite channel or other industry-related activities

Hands-on knowledge of broadcast systems and equipment, including analog/digital video/audio signals, monitoring and test equipment

Strong analytical and reasoning skills are essential

Computer operating systems knowledge is a must

Flexibility to work outside the normal hours as business as required, including a rotating on-call shift including nights and weekends

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; periodic 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 50 pounds, occasionally 50+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OC



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Producer	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Communications and Public Relations	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or as assigned
ISSUED:	Created: March 2009 Revised: June 2016	SALARY GRADE:	WTCL 47

BASIC FUNCTION: Develops, produces, and/or directs live and recorded television projects for KDOL, the District's television station.

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:

Develop and deliver locally produced programs and public service announcements on topics that will meet the standards of KDOL and serve students, families, teachers, other District staff and the community; manage all programming for Districts public television station and all District webcasts.

Create, design, and develop videos and other multi-media presentations for District distribution avenues.

Manage and conduct production, including planning, photography, video editing, audio adjustment, color correcting, motion creation, text animation, quality control, branding, and media conversions and exporting as appropriate.

Conduct interviews and elicit responses in line with the desired outcome of the expected video piece.

Produce shows that create awareness of District academic resources, achievements, initiatives and service delivery.

Work with individual school media teachers and station personnel; convert and edit media and establish guidelines and system implementation.

Assist with the broadcast and videotaping of School Board Meetings, Discipline Hearings, and other special events.

Work with various clients or independently to develop stories for the District for press/public use including distribution on various social media outlets.

Develop and execute plans and schedules that lead to the production of multiple projects simultaneously under tight deadlines and with attention to detail.

Develop and manage a shared production database which will include photographic, video, graphic, and content elements.

Perform other related duties as assigned or requested.

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:

- Capabilities and uses of television broadcasting for community, educational, and instructional purposes
- Operations and terminology used in the production and broadcast of live or recorded television programs
- Operation of video cameras, DSLR, still photos and recording machines
- Operation of studio sound systems and audio consoles
- Pre-production, post-production, and editing techniques, software, and hardware
- Theory of television production, including, lighting, audio, and camera framing techniques; set aesthetics; and related practices and procedures
- Television production activities, techniques and equipment
- Television directing activities
- Lighting and set design
- Motion Graphics
- Basic Animation
- Computer editing systems and digital storage/transfer systems

ABILITIES TO:

- Direct and technically direct multi-camera live television productions
- Work under pressure and time deadlines
- Read and understand oral and written material
- Communicate clearly verbally and in writing
- Relate well with people and work cooperatively with employees, other agencies, and the public
- Plan and organize work and set priorities
- Work flexible hours or shifts including weekends and holidays
- Safely relocate heavy objects
- Recognize and report hazards and apply safe work methods
- Work with and lead students and interns on various video productions

PREREQUISITES

Associate's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in broadcasting or digital television and media production or related field. A combination of experience and education may be used to meet the Associate's Degree requirement; however, the work experience years used to qualify for the AA requirement cannot be used to meet the work requirement.

- Five (5) years of experience in TV station program scheduling and production
- Experience with Microsoft Office suite and basic web authoring (HTML), Adobe Creative Suite, Apple Final Cut, Compressor and Motion required
- Strong technical background and sound organizational skills
- Flexibility to work outside the normal hours as business as required, including nights and weekends
- 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 50 pounds, occasionally 50+ 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:	16-1095
Enactment Date:	6/22/16
By:	OT



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	School Enrichment Recess Coach	REPORTS TO:	School Site Leader or Designee
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	10 months / 7.5 hours or as assigned
ISSUED:	Created: June 2016	SALARY GRADE:	WTCL 20

BASIC FUNCTION: The Positive Play Recess Coach delivers high quality, fun, safe and interactive recess programming that delights participating schools and the children attending. The Positive Play Recess Coach is instrumental in supporting the implementation of our District positive behavior frameworks (Positive Behavior Interventions and Supports; Caring School Community; Toolbox; No Bully; etc...) including school based norms for behavior (Be Safe, Be Positive, Be Responsible, etc...). The coach models positive social interactions and sportsmanship through great games and sports. The Coach provides a safe and inclusive environment for play. The Coach will manage groups of students; have a passion for physical fitness; actively participate in games and activities with students; have a commitment to promoting social-emotional learning through play, and help build a healthy school community through play.

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:

Partner with teachers, principals and parents to build a culture of play to enable students to feel a sense of belonging and have an opportunity to contribute on the playground, in the classroom and in their communities.

Enhance and transform recess and play into a positive experience that helps students and teachers get the most out of every learning opportunity; provide teaching and learning opportunities inherent in recess to bring healthy, inclusive play that moves kids off the sidelines and engages them in action.

Create a shared understanding for games that gives students the opportunity for stay as active as possible during recess and to create options for them to engage in healthy, inclusive play that focuses on the fun of the game rather than winning or losing.

Teach students basic sports, playground and cooperative games, as well as lessons on physical health and fitness and principles of violence prevention and safety.

Encourage teams of students to work together to learn games, fair play and positive conflict resolution and to teach these skills and lessons appropriately to their classmates; encourage a focus on sportsmanship, leadership, conflict resolution and teamwork within the recess framework.

Build a play culture that acknowledges the arbitrariness of most conflicts and provide a simple, playful tool to address them; assist students to recognize and address more serious conflicts through conflict resolution techniques; provide an opportunity to foster the physical, social and emotional development of students.

Establish a weekly schedule of class game time activities, providing an inclusive, consciously cooperative approach to introducing sports and physical activity to students; create schedules based on needs and wants of students and curriculum.

Help students build empathy and teamwork through interscholastic/developmental sports leagues, which teach students the skills of games like basketball, baseball, volleyball, soccer, etc....

Build play into the fabric of the community with out-of-school time programs, which brings students together before and after the bells each day to focus on learning and growing.

Provide students with a solid combination of scholastic support, engaging physical activities and group projects within a consistent community.

Ensure the safety and security of participating students.

Provide students with an environment that reduces bullying and provides a feeling of safety.

Communicate regularly with parents and school staff through formal and informal check-ins.

Maintain positive and appropriate professional relationships with the students, parents and school staff.

Follow District and school site rules and procedures.

Actively participate in staff orientation/training and staff meetings.

Administer first aid when needed.

Perform related duties as required.

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:

Safe practices in classroom and playground activities

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

Planning, organization and coordination needed for assigned program

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

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

Problems and concerns of disabled and/or at-risk students

Safe contact with bodily fluids, blood-borne pathogens, and communicable diseases

Effective student management techniques

Correct English usage, grammar, spelling, vocabulary and punctuation

Basic principles and practices of behavior techniques

Techniques used in guiding and motivating students

First aid techniques

District policies regarding health, safety and other procedures

Computer and internet based programs

ABILITY TO:

Engage and inspire youth

Build rapport, trust and respect with students

Lead groups of children

Set clear goals and follow through with flexible and creative problem solving skills

Be humorous and playful

Model positive behavior

Actively engage a diverse range of students in respectful, inclusive and healthy play

Manage assorted tasks with a focus on enhancing the experience for students during, before and after the school day

Integrate into the existing school community

Communicate effectively and demonstrate sensitivity to others

Establish and maintain cooperative relationships with school personnel, parents, co-workers, and the public

Work independently with appropriate direction and follow established policies and practices

Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California in accordance with assigned duties

Administer first aid

Qualify for a Standard First Aid and CPR certificate

Apply integrity and trust in all situations

Understand and be sensitive to those of culturally and linguistically diverse backgrounds

Operate personal computer, related software, and other office equipment

PREREQUISITES

High school diploma or equivalent

Two (2) years of working with youth in a professional and urban school setting

CPR/First Aid required

Experience coaching sports is a plus

Must love to play games and lead activities with children

Must have demonstrative leadership skills, independence and a passion for working with children along with a interest in sports and fitness

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Outdoor/indoor diverse school site environment; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OC



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Behavior	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	10 months/7.5 days or duty hours and days as assigned
ISSUED:	Created: May 2014 Revised: June 2016	SALARY GRADE:	WTCL 57

BASIC FUNCTION: Behavior Specialist: (1) will provide direct services and consultation to general education students, staff and parents in order to provide positive ways for working successfully with students who have difficulties conforming to acceptable behavior patterns with the general education setting; (2) will implement and/or oversee the implementation of procedures for the developing and implementing behavior assessments and positive intervention plans for general education students within Oakland Unified School District (OUSD); (3) will establish and maintain ongoing relationships with outside agencies serving District students and their families; and 4) will provide training, consultation and support to general education teachers, administrators and parents/guardians to increase the capacity of all caregivers to positively support student behavior.

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 behavioral therapy, assessments and interventions services to students, staff and parents in order to increase the capacity of general education students to access curriculum in general education settings.

Process referrals and respond to referrals of general education students for behavior intervention services.

Conduct Functional Analysis Assessments (FAA) for general education students and collaborate with school-site general education staff in the development of positive behavior support plans.

Assist parents and staff in resolving concerns expressed at parent, teacher, and administrative conferences.

Maintain communications with the administration and instructional staff of the schools to identify needs for communications with parents.

Lead the development and monitoring of positive behavior support plans for general education students, and facilitate consistent Behavior Support Plan (BSP) implementation by general education staff.

Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities.

Develop and/or conduct behavior training to general education staff and parents in areas of expertise including development and implementation of effective behavior interventions including training specific to individual students, nonviolent crises intervention and behavior case management.

Manage and assess the need for additional adult support.

Collaborate with Community Schools and Students Services (CSSS) staff in the development and implementation of effective school-wide programs for general education students with disturbances of behavior that may prevent them from accessing curriculum in a general education setting and to reduce the number of inappropriate referrals to Programs for Exceptional Children (PEC).

Ensure that student achievement is continuous and appropriate for programs and age group; indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records.

Consult with and train general education school staff and parents/guardians on matters related to positive behavior support.

Participate in the development of ongoing relationships with other agencies serving general education students with behavioral disturbances including after-school programs, student health care providers etc...; refer parents to appropriate community services which are not available in the District, and provide a liaison between the community resources and the school.

Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning behavioral interventions and emergencies.

Prepare a variety of professionally written documents and reports in a timely manner.

Assist in coordinating general education staff professional development activities.

Participate in in-service and training to keep abreast of current trends and best practices in assigned areas of responsibility.

Maintain confidentiality of student records and information.

Attend department meetings.

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:

State and federal mandates as they apply to behavior assessments, functional analysis assessments, and interventions in the schools including crisis management, emergency procedures, and prohibited interventions

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

Interpersonal communication, consultation and group leadership skills necessary to work effectively with students, parents, teachers and administrators

Strategies of successful research-based positive behavior management strategies

Applied behavior sciences

Planning, organization and coordination needed for assigned program

Meet the physical requirements of the job

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents

Effectively lead/facilitate group processes

Provide consultation and advice to teachers and other school personnel to improve the behavior of targeted students

Maintain confidentiality

Communicate assessment results both orally and in writing

Use effective instructional strategies and techniques for at risk learners

Plan, organize, implement and supervise campus-wide programs

Visit various work sites and inspect work in progress

Keep and compile records and reports

Understand and carry-out oral and written directions

Communicate effectively, tactfully and persuasively, both orally and in writing

Cross-train department personnel

Establish and maintain effective working relationships with parents, District employees and outside contractors

Operate personal computer, related software, and other office equipment

PREREQUISITES

Master's degree or equivalent in applied behavioral sciences, psychology, education or other related fields plus three (3) years experience working with students with disturbances of behavior in educational settings

Experience and training in performance of functional analysis assessments, development of behavioral plans, and training and use of emergency behavioral interventions

Experience in the development and implementation of effective/social skills lessons

Experience and training in appropriate curriculum, instruction, classroom management and intervention techniques

Behavior Intervention Case Manager (BICM) Certified required for position in CSSS

Board Certified Behavior Analyst (BCBA®) or BCBA desirable but not required

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	QA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Educator Effectiveness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: April 2014 Revised: June 2016	SALARY GRADE:	WTCL 55

BASIC FUNCTION: Under general supervision, administer, coordinate and implement the District's career development, recognition, and retention programs designed to support educator effectiveness.

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 implementation of the educator effectiveness evaluation system(s) in partnership with Teaching and Learning and Talent Division staff; coordinate necessary training and support for administrators and evaluators; develop and revise relevant tools to support educator effectiveness systems.

Work collaboratively with Talent and Teaching and Learning Staff to develop professional learning offerings to ensure the District provides meaningful support aligned to the educator effectiveness systems.

Support a formal educator induction program that includes a thorough overview of OUSD, the employee's department and an introduction to other departments; collaborate with Teaching and Learning and OEA to ensure all new teachers engage in a comprehensive induction program aligned to our educator effectiveness systems.

Develop and deliver District programs on topics related to educator effectiveness and related professional learning programming to executive team, directors, managers and/or supervisors and coordinate with external trainers and other staff as needed.

Support schools and departments to conduct capacity building programs for District staff to improve educator effectiveness.

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

Research a variety of topics (e.g., courses, materials, training consultants, etc...) for the purpose of developing new programs that support our educator career development needs.

Analyze and report educator effectiveness data on a regular basis by school to assist in systems implementation and surfacing noticeable trends to inform professional learning.

Manage and maintain online teacher observation tool; provide training and support to administrators, instructional coaches and teachers.

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:

Educator effectiveness systems and support

Employee retention strategies and best practices

Staff development and training trends

Adult learning theory, curriculum and instruction materials

Program assessment and reporting methodologies

Basic public speaking, practices and techniques

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

Manage multiple tasks with frequent interruptions, and manage multiple priorities

Work under pressure to meet deadlines

Analyze situations accurately and take appropriate action

Communicate effectively in English both orally and in writing

Maintain confidentiality in all aspects of the job

Follow and give oral and written directions

Interact with certificated and classified employees at all levels

Perform public speaking in front of small and large audiences

Work independently with minimum supervision

Interpret, apply and initiate District policies and procedures

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

Operate personal computer, related software, and other office equipment

PREREQUISITES:

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Organizational Development, Human Resources, Business 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 of demonstrated experience in employee retention strategies, and designing and implementing professional development programs

Demonstrated success in leading continuous improvement efforts within an organization

Master's degree preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16095
Enactment Date:	6/22/16
By:	o2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Enrollment - Early Childhood Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Early Childhood Education	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days/7.5 hours
ISSUED:	Created: June 2016	SALARY GRADE:	WTCL 38

BASIC FUNCTION: Under general supervision of the Coordinator, Director or assigned supervisor, the Early Childhood Enrollment Specialist will perform a variety of duties related to Early Child Childhood Education (ECE) services and programs such as; enrollment for all child development programs operated by Oakland Unified School District, clerical duties, audit and maintain accuracy of family files.

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:

Demonstrate excellent customer service to students, staff, parents, visitors and general public.

Complete the enrollment and registration process for preschool/childcare programs; determine eligibility, priority for enrollment and fees; maintain center waiting list in accordance with state guidelines, federal regulations and District procedures.

Accurately enroll children following all eligibility requirements of California Department of Education.

Ensure student and family enrollment process and files meet the compliance and regulatory requirements for Title 5 and for Community Licensing, Title 22 requirements.

Establish and maintain schedule and coordinate appointments with families to enroll as well as review data files throughout the year to maintain accuracy and compliance.

Verify family income and need eligibility utilizing California Department of Education schedule of income ceiling for childcare/preschool programs.

Assure program related paperwork and forms involving parents and providers are completed sufficiently to determine eligibility for assigned program enrollment and ongoing eligibility; maintain confidentiality of family and provider income and eligibility records.

Maintain up-to-date records reflecting current status of each family served.

Identify and schedule yearly recertifications with families; record and issue Notice of Action when a family has a change in income or other eligibility marker; issue Notice of Action when a family leaves the program.

Initiate appropriate action when parents are not in compliance with the state and federal regulation and District policies.

Page 2 of 3 Specialist, Enrollment - Early Childhood Education

Maintain close communication with families for obtaining necessary enrollment documents.

Provide teaching staff with enrollment documents before children begin the program.

Review and enter attendance records.

Process monthly fee payments in database and distribute all invoices to the site for distribution to parents.

Input data into assigned computerized database.

Maintain confidentiality of sensitive and privileged information.

Perform a variety of duties related to ECE Department services and programs such as recordkeeping and general office duties.

Translate or arrange for translation for non-English speaking families.

Perform administrative duties such as filing, recordkeeping, front office and data processing as required.

Operate a variety of office equipment including a computer and assigned software.

Perform other 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:

District educational initiatives, programs and policies

State and federal Early Childhood Education program regulations

Telephone techniques, systems and etiquette

Training techniques and methods

Planning, organization and coordination needed for assigned program

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

The District's Strategic Plan

The Community School philosophy of aligning resources in service of students

Oral and written proficiency in English usage, spelling, grammar, punctuation, vocabulary and composition

Current technology, software applications and use of office equipment

ABILITY TO:

Understand and implement policies and objectives of assigned program and activities

Perform all work in accordance with Title 5 regulations, California Department of Education, Alameda County Department of Education and the Oakland Unified School District

Apply procedures and regulations for State and Federal funded programs

Organize and manage detailed enrollment documentation

Read, interpret and apply complex rules and regulations

Perform a variety of complex tasks involving independent judgement

Independently prepare reports

Use a client-centered approach with all interactions with families, giving information and responses

Implement interpersonal skills using tact, patience, and courtesy

Establish and maintain cooperative and effective working relationships and effectively communicate with others in a manner reflecting positively on the Department

Understand, carry-out and give oral and written instructions

Work independently with little direction

Work efficiently and effectively with staff and families with diverse backgrounds

Understand the needs of high-risk families

Proficiently operate a computer

PREREQUISITES

Associate of Arts 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 AA Degree requirement; however, the work experience years used to qualify for the AA Degree requirement cannot be used to meet the work requirement.

Four (4) years experience working with families and students in a customer service environment

Bilingual in Spanish, Cantonese, Vietnamese, Cambodian, and/or Mien desirable, but not required

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 25 pounds, occasionally 25+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OR



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, Interpreter/Translator	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: April 2010 Revised: June 2016	SALARY GRADE:	WTCL 40

BASIC FUNCTION: Under the direction of an assigned supervisor, provide oral and written translation and interpretation of communications between English and a designated second language; facilitate communications between District personnel and non-English speaking students, parents and others; serve as an interpreter for educational assessments, conferences, meetings and other events.

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:

Required to speak, read, comprehend and write fluently in English and one of the District's designated languages.

Translate correspondence, minutes, memoranda, bulletins, instructional and educational materials, reports and forms and other school District communications into written form, using appropriate expressions, comprehensibility, grammar and syntax.

Produce idiomatic translations considering the type of material and readers' viewpoints; determine most accurate shades of meaning and make corrections as needed; review and edit translations for accuracy, context, readability and style; research reference materials.

Prepare communications for a variety of District administrators, specialists, faculty and other staff to provide interpretation and translation.

Provide simultaneous interpretation using interpretation equipment.

Assist District personnel in communicating by interpreting between English and the designated language, and interpret at workplace, conferences and meetings; translate for District staff, parents and public in assigned language(s); translate and interpret materials and conversations in an accurate and reasonable, timely manner as required; travel to school sites and offices as necessary.

Provide accurate oral interpretation and written translation at meetings; promote understanding and develop rapport with non-English speaking parents.

Use headphones, microphones and translation equipment during oral translations of meeting and presentations as necessary; use word processing equipment, computers and related software, and standard office equipment.

Efficiently performs a variety of duties that may involve interpreting, copying, answering the telephone, and making files; operate various office equipment including but not limited to computers, copiers and fax machines.

Collaborate with translation team to ensure consistent and coherent approaches to translation and interpretation that align with District branding, communication, goals and theories of action.

Utilize personal and network computers for word processing and systems applications (IFAS, HRSS, MS Office).

Regularly participate in or attend evening and/or weekend meetings and school related activities.

Explain words and phrases for meaning and appropriateness.

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

Extensive vocabulary and correct usage, grammar, spelling and punctuation of English and a designated second language

Simultaneous and consecutive interpretation techniques

Operation of a computer and assigned software

Oral and written communication skills

Interpersonal skills using tact, patience and courtesy

Modern office practices, equipment and procedures

Telephone techniques and etiquette

Correct English usage, grammar, spelling, punctuation and vocabulary

ABILITY TO:

Provide oral and written translation and interpretation of communications between English and a designated second language

Serve as an interpreter for educational assessments, conferences, meetings and other events

Understand, speak clearly, read and write fluently in English and a designated second language

Prepare a variety of correspondence independently

Learn and understand educational terminology, language, vernacular and acronyms in order to translate documents with accuracy

Maintain records and prepare reports

Understand and follow oral and written instructions

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

Operate a computer and assigned software

Communicate effectively both orally and in writing

Establish and maintain cooperative and effective working relationships with others

Understand and follow oral and written instructions

Use assigned software at an intermediate level

PREREQUISITES

Bachelor's Degree or its equivalency required in 1) designated foreign language or 2) native language is one of the District's designated languages. 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. (2 years of similar and relevant work level experience = 1 year of college)

One (1) year experience in translation and interpretation

Pass District's primary language proficiency test with 95% passing rate or possess court interpreter certification

Exception language skills in English and the designed language including grammar, syntax, vocabulary, oral proficiency, use of idioms, etc....

Available for evening and weekend work

Access to a reliable vehicle to conduct work

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 that are moderately heavy to heavy; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	EL



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Specialist, School Technology	REPORTS TO:	Principal or Designee
DEPARTMENT:	Technology Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: June 2016	SALARY GRADE:	WTCL 42

BASIC FUNCTION: Under general supervision, incumbent is a team oriented and student/teacher focused School Technology Specialist with excellent time management skills with a proactive mindset, up-to-date knowledge of current and leading edge school technologies, and strong technical ability. The successful candidate will be able to troubleshoot, repair and maintain a variety technology devices and related peripherals used in assigned school(s). This specialist reports to the school Principal or designee with a dotted line to Technology Services.

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 excellent customer service to school site staff; exhibit a high degree of competence in interpersonal communication.

Serve as the technical point person for all technology related issues at assigned school site(s).

Configure, assess, maintain, troubleshoot, and repair/warranty/resolve all school technology equipment including, computers, laptops, projectors, printers, peripherals, digital whiteboards, overhead projectors, webcams, microphones, scanners, and related technology.

Help administer applications (e.g., Google Apps) student accounts and devices.

Assist with device moves, add-ons, and modifications when requested.

Assist with creating, validating, testing, and managing student and staff device images/configurations.

For the assigned sites, act as the point of contact for various hardware vendors in order to maintain and support the devices.

Advise Principal in assessing and purchasing hardware needs according to OUSD standards.

Clearly and thoroughly document all steps when resolving issues and responding to requests.

Proactively address technology issues at school sites; provide updates to the Tech Services team about school site activities.

Collaborate with the Tech Services team to design system improvements for school sites; lead local implementation for projects that help to improve school site technology.

Work with infrastructure team to help resolve simple network issues and test enhancements, fixes, and system improvements that scale with organizational growth.

Provide timely updates to School Leadership regarding ongoing technology operations and major issues affecting school sites; follow-up with School Leadership in a timely manner on issues affecting school sites.

Maintain and update technical skills, aligned to the needs of schools.

Participate and actively engage in team discussions, events and feedback.

Participate in bi-weekly Tech Services team meetings for information sharing and training.

Maintain a growth mindset and embrace self-directed learning to provide value to the organization and team.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to information technology to stay current with state-of-the-art methods and practices.

Attend department and other meetings as required.

Participate in central technology summer upgrades consistent with employment duties.

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:

OUSD's mission to prepare students for college, career, and community

Troubleshooting devices such as computers, printers, tablets, networks, and smartphones; skilled at determining troubleshooting strategies and resources

Configuring and setting up PC, Mac, iOS, and Chromebooks

Working and troubleshooting within the Windows, MacOS X, iOS, and Chromebook environments

Chromebooks, ChromeOS, and administering Google Apps

Basic networking: TCP/IP, network printing, wireless

Operating and security requirements of technology equipment (Carts, computers, tablets, etc.)

Technology requirements for Edtech applications and online assessments

ABILITY TO:

Work comfortably with Google Drive and Gmail

Use and troubleshoot MS Office, Adobe, Chrome, virus protection, educational, and assessment software

Interact with and understand the needs of staff and students

Be successful in a customer-oriented environment

Communicate well both verbally and in writing

Be highly detail-oriented

Work both independently and collaboratively with school staff and students

Work collaboratively with others in IT to support IT goals and objects

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals

Provide input to creative solutions to technology in spite of minimal resources

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

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

Accurately maintain records and prepare reports related to assigned activities

Understand and follow oral and written directions

Organize resources and establish priorities

Plan and organize work to meet schedules and timelines

Organize, coordinate, and prioritize a large volume of activities

Work confidentially and with discretion

Work independently

Complete work accurately and as directed despite frequent interruptions

Understand school organization, policy, and culture

Understand the change process and effective approaches to facilitating change

PREREQUISITES

Associate's Degree required

Bachelor's Degree preferred

Three (3) years of related work experience

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1045
Enactment Date:	6/22/16
By:	oe



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Student Assignment Counselor	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: May 30, 2007 Revised: January 2014 Revised: June 2016	SALARY GRADE:	WTCL 40

BASIC FUNCTION: Under the leadership of assigned supervisor, the Student Assignment Counselors will provide world-class customer service to parents and guardians in Oakland who are seeking to enroll their student(s) in an OUSD-managed school. They will ensure equity of access for all families as well as transparency in all interactions.

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:

Serve as a primary customer service point-of-contact for parents/guardians who are selecting and/or enrolling in an OUSD-managed public school. Depending on the situation, this support may be conducted in-person, over the phone, or via email.

Inform families of school options, help families select a school in an unbiased way, assist families with navigating multiple enrollment timelines and/or processes, and following-up with parents to ensure their child has the best chance of being assigned to the school of their choice.

Collect required student documentation from parents, reviewing for completeness and accuracy.

Update OUSD databases with new and revised information, per documented procedures.

Serve as the subject-matter-expert for all things related to choosing a public school in Oakland, including in-depth knowledge of OUSD's Options process and basic knowledge of each charter organization's process.

Conduct English and primary language assessments in listening, speaking, reading and writing and identify English Language Learners.

Provide exceptional and personal customer service in a courteous and professional manner at all times.

Contact applicant parents to gather missing documentation/elements as needed.

Communicate effectively with other team members and school personnel about the availability of seats and other relevant topics.

Address inquiries from school personnel about enrollment processes.

Participate in and/or lead training school personnel on enrollment processes.

Assist team with data collection, analysis, and process improvements.

Attend and/or lead meetings with community members.

Maintain both the integrity and confidentiality of all data.

Conduct formal evaluation of language proficiency in Spanish, Cantonese, Vietnamese, Cambodian and Mien for employees or prospective employees in positions where the language is required or desired.

Perform other related duties as required.

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:

Federal and state public education laws (preferred)

Aeries student information system (preferred)

District educational initiatives, programs and policies

Telephone techniques, systems and etiquette

Training techniques and methods

Planning, organization and coordination needed for assigned program

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

Presentation, communication, and public speaking techniques

MS Word, Excel, Power Point, and Outlook

ABILITY TO:

Perform a variety of complex, technical duties involving specialized knowledge and independent judgment

Understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions

Demonstrate customer-centric mindset

Show proven skills in exceeding customer expectations

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

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

Complete work accurately and as directed with many interruptions

Organize, coordinate and prioritize a large volume of computer generated materials and activities

Organize and manage multiple streams of work

Pay close attention to details

Manage time effectively

Demonstrate a continuous improvement mindset

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

Work effectively under pressure

Operate a computer and other office equipment

PREREQUISITES

Associate of Arts Degree in operations management, communication, or related field

Bilingual in Spanish, Vietnamese, Chinese, or Arabic preferred, but not required

Four (4) or more years experience in fast-paced customer service setting

Knowledge of public education operational philosophies

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	OD



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Supervisor, Instructional Materials	REPORTS TO:	As Assigned
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours
ISSUED:	Created: May 2014 Revised: June 2016	SALARY GRADE:	ADCL 13

BASIC FUNCTION: Under minimal supervision, ensure all students and staff in the District have necessary instructional materials throughout the school year by working with the various textbook vendors, school based personnel assigned to handle textbooks, business and finance department and any others as needed; ensure District is compliance with all textbook components of the Williams Settlement Legislation.

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:

Develop the overall Williams Audit strategy to ensure all school sites will pass the County Audit; coordinate the OUSD Williams Mock Audit Schedule to help schools prepare for the County Audit.

Assist schools in the implementation of any Williams Settlement legislation to ensure all students have access to sufficient instructional materials; take corrective action as needed.

Work with schools in developing the classroom "posting" requirement under the uniform complaint sections of the Williams legislation.

Prepare a noncompliance report and forward it to immediate supervisor.

Confirm that any instructional materials noncompliance issues are corrected no later than the required timeline.

Meet one-on-one with Principals to plan for the school's instructional materials needs.

Design and build the capacity of school site leaders and staff to create efficient book rooms.

Order and deliver instructional materials for school sites to ensure all students have the required materials.

Monitor the instructional materials/textbook budget to ensure accountability.

Collaborate with teachers in building of classroom libraries to ensure all students have access to literature.

Keep up-to-date inventory of all instructional materials at the textbook warehouse to ensure accountability.

Ensure all textbook compliance reports are submitted to the County for accountability purposes.

Plan, negotiate, and secure all instructional materials through vendor contacts to determine best costs for resources.

Develop a tracking database to track instructional materials ordered and delivered to ensure budget accountability.

Partner with the Alameda County Office of Education Williams Unit to ensure the District and District staff are informed of new laws or changes in the law.

Collaborate with Teaching and Learning Managers about the OUSD Textbook Adoption process to ensure timelines are met.

Develop and provide mandated Williams Settlement training to all site administrators to ensure all timelines are met and sites are in compliance.

Develop a system for returning outdated instructional materials to ensure resources are moved out of schools efficiently.

Manage distribution and replacement of Chromebooks.

Create bookroom at each school site; implement barcode inventory system.

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

Provide cross training to other staff members within the department.

Perform related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

California Department of Education frameworks and state mandated textbooks

Current District adopted core curriculum for grades PreK-12 and including Programs for Exceptional Children

Working with diverse stakeholders: Home and Hospital Staff, School Administrators, District Level Executives and other stakeholders

Basic record-keeping techniques

Applicable federal, state, and District codes, regulations, policies and procedures governing textbook distribution

Planning, organization and coordination needed for assigned position

Correct English usage, grammar, spelling, and punctuation

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

Telephone systems and etiquette

Computer software, hardware, and related technology

ABILITY TO:

Manage multiple projects simultaneously and complete work timely despite interruptions

Work independently and accurately

Maintain accurate records

Effectively organize, analyze and utilize information

Effectively present information to individuals and groups in both written and verbal formats

Apply laws, codes, regulations, policies, and procedures

Interpret, apply and explain rules, regulations, policies, and procedures in areas of responsibilities

Establish and maintain effective working relationship with District staff and the public

Communicate effectively with and to multiple stakeholders

Maintain professional standards at all times

Meet schedules and timelines

Plan and organize work

Create new tracking systems

Prepare and deliver clear and concise presentations and trainings

Analyze situations accurately and adopt effective courses of action

Communicate effectively in English both orally and in writing

Cross-train department personnel

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's 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.

Six (6) years experience working with Instructional Materials and the Williams Audit.

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	oa



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Supervisor, Menu Planning	REPORTS TO:	Executive Director
DEPARTMENT:	Nutrition Services	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 days
ISSUED:	Created: June 27, 2007 Revised: May 2014 Revised: June 2016	SALARY GRADE:	ADCL 13

BASIC FUNCTION: Under minimal supervision, plan and develop menus; determine nutrition content of meals; assure nutrition compliance with program requirements and policy; and plan, develop, organize and implement department training program that includes all levels of employees.

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 and develop menus; determine nutrition content of meals; assure compliance with program requirements and policy.

Oversee menu planning and implementation of nutritional guidelines to meet Federal, State, and Local meal program requirements.

Coordinate product development, test current and new products, and implement all new products for the purpose of variety in food choices; track food quality acceptance and make menu changes as dictated by recipe acceptance and consumption rates.

Develop and implement recipes and conduct taste testing and ensure they are followed by each site to maintain nutritional guidelines.

Develop products for student and staff based on market research to comply with mandated health and meal program requirements.

Enhance food products presented to students and staff to encourage healthier eating habits and to meet meal program requirements.

Instruct and train nutrition service staff on all policies and procedures, menu options and production to ensure knowledge, safety and technique is appropriate with mandated health and Free/Reduced Meal Program requirements.

Plan, develop, organize and implement department training program that includes all levels of employees; conduct training for the Nutrition Services Department.

Develop and maintain District Hazard Analysis Critical Control Point (HACCP) program.

Operate computer and software program to maintain records and recipe analysis, production records, meal counts and to convey information.

Respond to student, staff and the public by providing information and/or direction regarding available food items, and meal and menu planning requirements.

Perform food cost accounting.

Forecast needs and purchases items as needed with the Districts grocery distribution operator.

Maintain and grow existing vendor relationships, as well as forming new and lasting vendor relationships.

Develop Requests for Proposals (RFP) and/or monitor Bids, as well as set up and maintenance of RFPs and Bids.

Monitor, evaluate, and manage best and consistent business practices with regard to purchasing, distribution, and transportation of local groceries.

Supervise food operations at a site or sites as assigned.

Plan and implement Farm-to-School Program with Farm-to-School Supervisor.

Attend professional development workshops, training sessions, and professional association meetings and conferences related to institutional sustainability to stay current with state-of-the-art methods and practices; take 10 hours of annual continuing education/training.

Utilize personal and network computers for word processing, database management, and computer peripherals and systems applications: Microsoft Office Suite – Advanced Word, Excel, PowerPoint; use web-based applications like School Dude, Web Smart, etc....

Provide cross training to department personnel.

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:

Food and nutrition

Food related computer applications

Food costing accounting

Pricing and budgeting

Menu management

Food values and nutrition content of foods

Effective teaching strategies and training techniques

Sound supervisory strategies

HACCP program requirements

Health and safety standards

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

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

Page 3 of 4 Supervisor, Menu Planning

Gmail, Google Drive and related applications

Computer software, hardware, and related technology

ABILITY TO:

Prepare reports and lesson plans

Plan menus acceptable to students

Gather, collate and/or classify data

Work with detailed information

Develop an employee training program

Communicate effectively both orally and in writing

Establish and maintain effective working relationships with staff, students, parents, vendors and community organizations

Be sensitive and responsive to diverse cultural and ethnic groups

Perform basic math, including calculations using fractions, percents and/or ratios

Read and follow instructions

Use related equipment

Be flexible in a wide variety of circumstances

Meet deadlines and schedules

Set priorities

Adapt to changing service requirements

Supervise, direct and train others

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in dietetics, nutrition, institutional food services, or a closely 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.

Two (2) years experience in nutrition services or related field

Spanish bilingual preferred

Registered Dietician

Food Safety Certification as Trainer

Valid School Nutrition Specialist Certification preferred

Master's degree in education or public health preferred

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Food service, office and diverse school site environments; heat from ovens and cold from refrigerators and freezers; considerable amount of walking and standing; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Dexterity of hands and fingers to operate kitchen utensils, equipment and while performing other duties; seeing to prepare food and clean assigned areas; 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; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	EA



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, Teacher Growth and Develop Systems	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours
ISSUED:	Created: February 2015 Revised: June 2016	SALARY GRADE:	A227 18

BASIC FUNCTION: The Manager for Teacher Growth and Development System is primarily responsible for developing and managing policies and systems related to creating a meaningful evaluation and development experience for teachers. Under Supervision of the Executive Director of Educator Effectiveness, the Manager will work closely with the Talent Management team, the Teaching and Learning Department, principals and the Oakland Education Association to continuously improve and support expansion of the Teacher Growth and Development System.

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:

The Manager for Teacher Growth and Development System will support the work of the Talent Management and the Academic teams in a number of ways, including:

- Collaborate with School Partners and principals to develop a shared understanding of and support for the implementation the Teacher Growth and Development System (TGDS), including:
 - Evaluator/observer training
 - Observer certification process
 - Validation and reliability of measures
 - Communication strategies
 - Professional learning communities
 - Teacher induction
 - Measurement accuracy
 - Other topics as they arise
- Partner frequently with the Teaching and Learning staff and Oakland Education Association to process and synthesize learnings from the implementation of TGDS and formulate recommendations for revisions and improvements.
- Work with the Educator Effectiveness team to collect data and analyze results from teacher evaluation implementation; identify areas for improvement and propose revisions to model based on observed trends.
- Ensure that teacher evaluation and professional learning frameworks are grounded in the Effective Teaching Framework, and reflect the specific priorities, context, and needs of Oakland's teachers, leaders and schools.
- Collaborate with and serve as liaison to other District divisions to establish systems of professional learning that align with and are responsive to the outcomes of the Teacher Growth and Development System; ensure these

professional learning systems reflect best practice and are grounded in adult learning theory; provide implementation guidance as appropriate.

- Manage collection of input and feedback on the Effective Teaching Framework and TGDS; coordinate stakeholder engagement opportunities; facilitate the development of calibrated training and materials for the observer certification process.
- Work closely with Manager, Leader Growth and Development System, and Manager, New Teacher Support, to ensure the systems are aligned with each other and with the strategic direction of the district.
- Review and maintain knowledge of external research and benchmarking to ensure TGDS is positioned to deliver meaningful results for teachers and schools.
- Track best practices in teacher evaluation from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around teacher evaluation and development.
- Provide project management support for special initiatives related to teacher evaluation and professional learning.
- Support in the preparation of written documents, presentations, and executive summaries for parent, school, district and state level audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain teacher evaluation resources, including best practices in measuring effectiveness.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the TGDS.
- Provide cross training to other staff members within the department.
- Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

The change process and its relationship to current trends in large urban school districts

Best practices in developing teachers and adult learning

Statistics and measurement

Research related to teacher evaluation and educator effectiveness

Laws, rules, regulations and policies affecting the administration of teacher evaluation and supports

Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices

Current District strategic plan and priority initiatives

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

Exercise diplomacy, sound judgment, leadership, problem solving and accountability

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

Analyze a situation or project and plan a strategy for resolution or completion

Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations

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

Communicate effectively in English orally and in writing

Set ambitious goals, work independently and drive results

Produce high quality work, including strong attention to detail

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education. 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 successful teaching and/or administrator experience

Successful experience in performance management, professional development, assessment and implementation

Valid California Teaching Credential

Valid Administrative Services Credential preferred, but not required

Master's degree preferred.

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	16-1376
Introduction Date:	06/22/2016
Enactment Number:	16-1095
Enactment Date:	6/22/16
By:	02



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Technician, Fingerprint	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Police Services	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 Days / 7.5 Hours
ISSUED:	Created: June 2016	SALARY GRADE:	WTCL 34

BASIC FUNCTION: Under direction, complete technical work in issuing identification badges and operating electronic fingerprint equipment; forward fingerprints electronically to the California Department of Justice; maintain accurate records; schedule appointments; perform minor repairs; effectively communicates with the public, District employees and the California Department of Justice.

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:

Use Live Scan machine to fingerprint employees, job applicants, contractors and volunteers for the District and contract agencies (e.g. other school districts, recreational leagues, city agencies, etc.) in order to submit prints to the California Department of Justice for evaluation; review documentation for quality and accuracy prior to submitting.

Check identification, record information, collect fees, and prepare, process and issue confidential fingerprint clearances and non-clearances; keep records and accounting of fingerprint cards and badges issued and fees collected.

Work closely with OUSD Police Services, California Department of Justice, Talent, District managers, public agencies and the general public.

Maintain applicant records of a confidential nature to comply with regulatory requirements.

Maintain fingerprinting equipment to ensure equipment is in operating condition; make requests for repairs; maintain records of expenditures for repair of fingerprinting and photography equipment.

Maintain inventories of supplies and materials to ensure items availability.

Monitor and oversee income generation from fingerprinting process (e.g. collects fees, prepares deposits, etc.) in order to meet income and expense projections.

Process fingerprints to the Department of Justice for the purpose of receiving determination of clearance status.

Respond to inquiries from a variety of internal and external parties (e.g. staff, public agencies, etc.) to provide information regarding fingerprinting process and application procedures and/or providing general direction.

Make appointments with candidates and others for fingerprinting in order to determine eligibility for employment; may fingerprint on a drop-in basis.

Perform a variety of complex and specialized clerical duties in support of fingerprinting/background check programs and functions including, but not limited to reviewing, revising and upgrading forms and procedures as needed.

Review information from Department of Justice and FBI to ensure employability of candidates and forward appropriate information to various Talent and Police Services staff.

Prepare and issue initial and replacement District I.D. badges.

Maintain the security of equipment and documents; responsible for document certification.

Verify and process bills received from Department of Justice for background check services.

Keep informed on legislation and legal decisions affecting hiring and fingerprinting procedures, as well as applicable laws and regulations, and recommends procedures to ensure compliance.

Interpret documents such as safety rules, operating and maintenance instructions and procedure manuals; write routine reports and correspondence; give instructions and train other division personnel.

Perform other related duties as required.

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:

State laws and regulation governing background checks, preferably for school districts

Fingerprinting techniques and procedures

Taking photographs and the use of photographic equipment

Principles and practices of database entry and maintenance

Filing systems including alphabetical, numerical, chronological and subject

General office practices and procedures

Basic principles and practices of accounting

Correct English grammar, spelling, punctuation and vocabulary

ABILITY TO:

Understand the fingerprinting process and to operate a Live Scan fingerprint machine

Read, and interpret documents such as safety rules, operating and maintenance instructions and procedure manual

Write routine reports and correspondence

Obtain, clarify, and exchange information

Identify basic fingerprint patterns

Make minor repairs, change blubs, ribbons and cartridges

Secure documents and equipment

Calm and reassure anxious and angry people

Provide effective customer service

Speak to groups and solve practical problems

Make independent decisions and accurately interpret laws and practices

Organize and maintain alpha and numeric files/records

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Perform mathematical calculations

Communicate effectively, both orally and in writing

Maintain confidentiality

Take oral instructions

Establish and maintain effective and cooperate working relationships with a variety of people (District employees, agencies and the general public) in a multicultural setting

Operate a personal computer with related database software applications

PREREQUISITES

High school diploma or equivalent, completion of an approved fingerprint administration and identification training program

Certification to roll fingerprints by the State Department of Justice

Two (2) years experience "rolling" full sets of fingerprints in a high-volume environment

Prior records maintenance and fee reconciliation experience required

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; exposure to angry or distraught people; may be exposed to infectious disease; may be required to wear latex gloves

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting; standing for prolonged periods of time; lifting, carrying, pushing, and pulling objects up to 20 pounds, occasionally 20+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; required to use repetitive hand/arm/shoulder movement; 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.