

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

August 13, 2014

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/14
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	

TO: Board of Education

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

SUBJECT: Approval of Job Descriptions – Office of the Superintendent, Office of the Chief of Schools, and Office of Post Secondary Readiness

- Chief Academic Officer-Office of the Superintendent
- Chief Communications Officer-Office of the Superintendent
- Chief of Schools, Office of Post Secondary Readiness-Office of the Superintendent
- Chief Operations Officer-Office of the Superintendent
- Chief of Organizational Effectiveness and Culture-Office of the Superintendent
- Chief Talent Officer-Office of the Superintendent
- Senior Business Officer-Office of the Superintendent
- Deputy Chief of Schools, Continuous School Improvement--Office of the Chief of Schools
- Deputy Network Superintendent-Office of Post Secondary Readiness
- Network Superintendent, Pre-K-Office of Post Secondary Readiness
- Network Superintendent, Middle Schools-Office of Post Secondary Readiness
- Network Superintendent, High Schools-Office of Post Secondary Readiness

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1415-0013, approving the following job descriptions for Chief Academic Officer-Office of the Superintendent; Chief Communications Officer-Office of the Superintendent; Chief of Schools, Office of Post Secondary Readiness-Office of the Superintendent; Chief Operations Officer-Office of the Superintendent; Chief of Organizational Effectiveness and Culture-Office of the Superintendent; Chief Talent Officer-Office of the Superintendent; Senior Business Officer-Office of the Superintendent; Deputy Chief of Schools, Continuous School Improvement--Office of the Chief of Schools; Deputy Network Superintendent-Office of Post Secondary Readiness; Network Superintendent, Pre-K-Office of Post Secondary Readiness; Network Superintendent, Middle Schools-Office of Post Secondary Readiness; Network Superintendent, High Schools-Office of Post Secondary Readiness.

DISCUSSION

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

- Deputy Superintendent, Business & Operations
- Deputy Superintendent of Instruction, Leadership & Equity-in-Action
- Associate Superintendent, Facilities Planning & Management
- Associate Superintendent, Family, School and Community Partnerships
- Associate Superintendent, Human Resources Services & Support
- Associate Superintendent, Leadership, Curriculum and Instruction
- Associate Superintendent, Office of Instruction and Operational Alignment
- Associate Superintendent, Programs for Exceptional Children

- Associate Superintendent, Quality, Accountability and Analytics
- Regional Executive Officer
- Director of Instruction
- Network Executive Officer, High School

Office of the Superintendent
New Job Descriptions

Classification Title
 Chief Academic Officer, Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 227 days

Classification Title
 Chief Communications Officer, Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 261 days

Classification Title
 Chief of Schools, Office of the Post Secondary Readiness
 Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 227 days

Classification Title
 Chief Operations Officer, Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 261 days

Classification Title
 Chief of Organizational Effectiveness and Culture
 Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 261 days

Classification Title
 Chief Talent Officer, Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 261 days

Classification Title
 Senior Business Officer, Office of the Superintendent
Salary Schedule/Range
 Salary Schedule: Contract
 261 days

Office of Chief of Schools
New Job Description

Classification Title
 Deputy Chief of Schools, Continuous School Improvement,
 Office of Chief of Schools
Salary Schedule/Range
 Salary Schedule: Contract
 227 days

Office of Post Secondary Readiness

New Job Descriptions

Classification Title

Deputy Network Superintendent
Office of Post Secondary Readiness

Salary Schedule/Range

Salary Schedule: CFAD
Range 25: \$106,403.96- \$135,809.45
227 days

Classification Title

Network Superintendent Pre-K-5
Office of Post Secondary Readiness

Salary Schedule/Range

Salary Schedule: Contract
227 days

Classification Title

Network Superintendent Middle Schools
Office of Post Secondary Readiness

Salary Schedule/Range

Salary Schedule: Contract
227 days

Classification Title

Network Superintendent High Schools
Office of Post Secondary Readiness

Salary Schedule/Range

Salary Schedule: Contract
227 days

BUDGET IMPACT

None.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1415-0013, approving the following job descriptions:

- Chief Academic Officer-Office of the Superintendent
- Chief Communications Officer-Office of the Superintendent
- Chief of Schools, Office of Post Secondary Readiness-Office of the Superintendent
- Chief Operations Officer-Office of the Superintendent
- Chief of Organizational Effectiveness and Culture-Office of the Superintendent
- Chief Talent Officer-Office of the Superintendent
- Senior Business Officer-Office of the Superintendent
- Deputy Chief of Schools, Continuous School Improvement--Office of the Chief of Schools
- Deputy Network Superintendent-Office of Post Secondary Readiness
- Network Superintendent, Pre-K-Office of Post Secondary Readiness
- Network Superintendent, Middle Schools-Office of Post Secondary Readiness
- Network Superintendent, High Schools-Office of Post Secondary Readiness

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1415-0013**

- Office of the Superintendent, Office of the Chief of Schools, and Office of Post Secondary Readiness -

Approving Job Descriptions

- Chief Academic Officer; Chief Communications Officer; Chief of Schools; Chief Operations Officer; Chief of Organizational Effectiveness and Culture; Chief Talent Officer; Senior Business Officer; Deputy Chief of Schools—Continuous School Improvement; Deputy Network Superintendent; and Network Superintendent—Pre-K-5, Network Superintendent—Middle Schools, and Network Superintendent—High Schools-

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the following job descriptions attached hereto, and confirms said job descriptions' placement on the salary schedules/ranges or employment contracts, as stated herein:

- Chief Academic Officer-Office of the Superintendent
- Chief Communications Officer-Office of the Superintendent
- Chief of Schools, Office of Post Secondary Readiness-Office of the Superintendent
- Chief Operations Officer-Office of the Superintendent
- Chief of Organizational Effectiveness and Culture-Office of the Superintendent
- Chief Talent Officer-Office of the Superintendent
- Senior Business Officer-Office of the Superintendent
- Deputy Chief of Schools, Continuous School Improvement--Office of the Chief of Schools
- Deputy Network Superintendent-Office of Post Secondary Readiness
- Network Superintendent, Pre-K-Office of Post Secondary Readiness
- Network Superintendent, Middle Schools-Office of Post Secondary Readiness
- Network Superintendent, High Schools-Office of Post Secondary Readiness

Passed by the following vote:

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

NOES: None

ABSTAINED: None

ABSENT: None

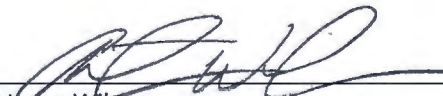
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held August 13, 2014.

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File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
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OAKLAND UNIFIED SCHOOL DISTRICT



David Kakishiba
President, Board of Education



Antwan Wilson
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/14
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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief Academic Officer (CAO)	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: The Chief Academic Officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence in all District schools. The CAO has primary authority and accountability to implement a vertically aligned curriculum and assessment system, instruction, research and supporting services. The CAO leads the educational performance of the District through a clear vision and strategic direction for the District's curriculum, instruction, and school improvement initiatives; designs and implements professional development that provides educators with understanding of instructional best practice to ensure mastery of standards and articulates and ensures that the District's missions and goals are achieved as well as collaborating with other leaders around issues of instructional quality.

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 educational and administrative leadership that builds and supports a high performance education team by inspiring, integrating, and aligning the academic work of the District; develop and maintain clear and inclusive decision-making processes to ensure integration of academic supports and services, as well as effective ongoing technical and operational management of the schools.

Design and implement "best practice" instructional systems aligned to district priorities in conjunction with the Leadership Team to address both immediate and long-range District priorities.

Assure that the District's academic philosophy, values, and mission are carried out in a manner which is conducive to innovation, positive thinking, accountability, and performance; assist in the development, organization, and delivery of all curricular and instructional programs and services to ensure they are based on best practices and aligned with District and state standards and assessments.

Assist in the selection, training, development, and management of principals, teachers and professional staff.

Support and equip Principals to be instructional leaders for their faculties and establish extensive training programs for teachers and administrators based on best practices, standards for effective instruction, and assessment, to prepare them for instructional leadership.

Plan and recommend an instructional budget including personnel requirements, program expenses, and capital needs necessary to support a world-class learning environment.

Supervise curriculum and instruction and professional development to improve school achievement.

Provide vision and strategic direction for the District's curriculum, instruction and school improvement initiatives, aligned with the long term strategy to improve student achievement and narrow the achievement gap between racial, ethnic and economic groups.

Build and lead a highly effective, innovative academic services department including re-envisioning the current team, roles and responsibilities as necessary.

Reduce the variability in curricula, instruction, and assessment and implement a vertically aligned curriculum and assessment system, which includes the management of the roll-out of Common Core Standards and consistent delivery of instruction aligned with key standards (i.e. classroom-to-classroom, grade-by-grade, school-by-school).

Develop and monitor accountability systems and evaluation rubrics that are based on data-driven performance parameters; leverage data to inform strategic direction systems; coordinate the collection of real-time student assessment data and subsequent training for principals and teachers in order to use data effectively.

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

Collaborate with schools to develop instructional programs and implement reform models designed to improve achievement of all students.

Serve as the key spokesperson to the Superintendent, the Leadership Team, the Board and the community regarding academic and educational issues; serve as the District representative regarding academic affairs in meetings with governmental, legislative and business and community meetings.

Provide direction in and maintain current knowledge of educational reform and instructional best practices in all aspects of K-12 urban education.

Collaborate with school departments, community agencies, local universities, research laboratories and other organizations to implement ongoing evaluation and improvement of instructional programs with particular focus to increase student achievement at underperforming schools.

Oversee the allocation of materials and staff resources for academic departments, ensure their use for the purposes intended, and enforce appropriate accountability for disbursements and expenditures.

Ensure District compliance with state regulations and policies in monitoring, assessment, and reporting for all academic programs.

Build and maintain strong relationships with the Leadership Team, creating organizational capacity for change, and leading and sponsoring programs that allow the organization at all levels to be more flexible and effective.

Play an active role on the Executive Leadership Team to include proactively supporting the District's overall performance delivery strategy while ensuring that all curriculum and instructional leaders across the organization function as an integrated team.

Work directly with principals, teachers, and instructional leaders to implement the instructional goals, programs, and services of the District.

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

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree Curriculum, Teaching and Learning, Educational Leadership, Education Administration or related field required.

A Doctorate degree preferred but not required

Ten (10) years of progressive experience with district level instructional systems including curriculum, instruction, research, assessment, and support services in an environment comprised of an ethnically diverse student body, a

sizeable student population of English-language learners, and a large percentage of students eligible for free or reduced lunch programs preferably at all three school levels (elementary, middle, high)

Seven (7) years of progressive experience leading principals, curriculum coordinators, teachers, and other professional staff

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

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

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

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

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

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

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

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

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

Valid California Teaching Credential

Valid California Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

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

Curricular frameworks, pedagogy and quality classroom materials

Urban school system environment and commitment to improving student achievement

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

Current District curriculum and school instructional programs

Effective staff development programs and strategies

Utilization of various forms of assessment to guide and design instruction

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

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

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

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

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

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

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

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

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

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

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

Be positive, principled and a role model

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

Build and maintain strong relationships

Work successfully alone or on a team

Coach, coordinate and lead teams

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

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

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

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

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

Skillfully navigate existing political structures and systems

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write

and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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:	Chief Communications Officer (CCO)	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Superintendent or designee, the Chief Communications Officer (CCO) serves as principal advisor providing comprehensive and proactive communications, strategies and planning, media relations, and news analysis to the Superintendent, Board of Education and Leadership Team. The CCO is responsible for all OUSD communications. This means working collaboratively with the Leadership Team and other key stakeholders and setting the vision for and leading the Communications Team, including internal communications, media relations, social media, OUSD external and internal websites, marketing, strategic communications and multicultural outreach and language services. The incumbent plans and conducts a broad information program concerning public education and all functions and services of the school system, so as to better articulate the appropriate messages.

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

Leadership

Serve as chief communication strategist on OUSD initiatives, goals and priorities with focus on forward-looking message and communications planning.

Communicate and represent the District's vision and perspective internally and to the general public/community, as designated by the Superintendent.

Build and maintain public support for public education and the school system in collaboration with the Superintendent, Superintendent's Cabinet, Executive Staff, and OUSD administration.

Lead strong, vision-focused, service-oriented team of professionals across all aspects of media, internal and external communications, multi-cultural outreach, web design and communications and marketing.

Manage the Leadership Team's public communications and the District's brand through well-developed internal communications, public affairs, crisis communications and marketing plan and strategy.

Develop, direct, and evaluate the District's public relations, marketing, communications, and public affairs strategy; execute effective campaigns/programs on a local, state, and national basis, with major emphasis on employee communications and communications between the District and the community.

Serve as public relations counsel and advisor to the Superintendent, and serve on the Superintendent's Cabinet and Executive Staff.

Provide professional public relations counsel and assistance to OUSD administration and the Board of Education pursuant to Board Policies and Administrative Regulations.

Identify community issues and concerns, and develop strategies for dealing effectively and proactively with community issues and concerns; interact with diverse stakeholder groups, and represent the Superintendent as needed.

Assist in problem solving between and among offices in issues involving the Superintendent's input, and represent the Superintendent on teams for large-scale projects and District-wide initiatives with major employee and community impacts.

Represent the Superintendent and OUSD administration at various community functions and on local, state, and national non-profit and professional boards.

Serve as the Superintendent's representative and liaison to community leaders and groups.

Administration and Management

Plan and administer District-wide functions as designated by the Superintendent.

Develop and monitor program's annual objectives, performance measures, and budgets.

Plan, develop, and maintain effective processes and channels of communication with internal and external audiences.

Develop communication strategies, tactics, and action plans for all major OUSD initiatives, and serve as a public relations consultant to key District committees and task forces.

Work collaboratively with administrators, staff members, and community volunteers in planning/developing public relations programs and strategies for both one-way and two-way communications with diverse constituents.

Manage the operations of the Communications Department, with direct responsibility for department personnel, budget, materials, and equipment.

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 appropriate professional development opportunities for department managers/directors.

Media Relations

Lead the development and delivery of news to broadcast, print, and online media to create media coverage of the school District on a daily basis.

Serve as a liaison between the District and the media, and serve as the District's chief spokesperson, handling sensitive and controversial issues.

Develop, coordinate, and monitor the crisis communication plan and implementation.

Organize press conferences and the release of information to the media and the public.

Develop and maintain working relationships with community leaders, organizations, and members of the media.

Public Engagement

Represent OUSD at community, state, and national functions, as requested by the Superintendent.

Organize and plan regular meetings of various OUSD advisory groups.

Make the community aware of OUSD needs and goals; oversee fund development, corporate and philanthropic grants management, and in-kind donations.

Develop processes and systems for garnering public input and support on key initiatives and issues.

Communicate to the public the rationale for Superintendent and Board of Education decisions.

Marketing/Communications

Create and implement a marketing program that enhances OUSD's image in the eye of the public and elected officials, as well as the corporate and grant community, with a recognizable "brand" reflective of a school district on an upward trajectory.

Develop and maintain brand image, positioning, and messaging for OUSD; develop and maintain image and identity standards for OUSD.

Secure the development of public opinion polls, and solicit feedback from OUSD community members through formal and informal means regarding District initiatives, programs, and decisions.

Provide analysis of results, and recommend public relations/marketing strategies and tactics.

Develop District-wide advertising and public relations campaigns and collateral materials to market OUSD.

Provide support and direction in effective communications and marketing to school-based customers.

Manage the development and production of District marketing communications, including print and electronic publications, collateral materials, presentations, website content, social networking sites such as Twitter and Facebook, new media productions, advertising, media relations, and television broadcasts for staff and the community.

Build capacity of OUSD administrators and departments in communications by providing training on a variety of topics, including public engagement, marketing, and media.

Employee Communications

Develop overall strategy and plan for District-level employee communications.

Maintain open line of communication between the Superintendent and OUSD employees using a variety of tactics and techniques.

Coach and facilitate the work of Executive Staff, managers, and supervisors in communicating more effectively with employees.

Communicate to staff the rationale for Superintendent and Board of Education decisions.

Decision Making

Authority to set overall direction for public relations program, make final decisions, and take action regarding media relations, marketing and employee communications within policies and regulations set by the Board of Education and Superintendent.

Work collaboratively with and provide communication expertise to Superintendent's Cabinet and Executive Staff on a variety of OUSD projects and initiatives.

Decisions made have a direct impact on employee and public perception regarding OUSD.

Internal and External Audience

Communicate and collaborate with the Superintendent, Cabinet and Executive Staff, Board of Education, other administrators, and district personnel to coordinate activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism.

Communicate and collaborate with the media (local, state, and national), business leaders, OUSD donors and business partners, Chamber of Commerce, elected officials, government leaders, community/faith leaders, District Advisory Committee/Parent Teachers Association/parent leaders, parents, patrons/community members, and other education leaders to coordinate activities and programs, resolve issues and conflicts, and exchange information.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Bachelor's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in communications, English, public relations, journalism, marketing 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.

A Master's degree or equivalent experience and professional development in communications, marketing, public policy administration or related field preferred

Ten (10) years of accomplished strategic communications experience of increasing scope required, preferably with some experience at a public agency or with a large, complex organization

Outstanding oral and written communication skills

Proven experience as a leader in communicating with a diverse community

Experience in leading and managing a team of communications professionals

Experience working proactively with media, establishing influential productive working relationships

Experience functioning successfully as a communications strategist and spokesperson in a politically charged environment

Fiscal accountability and budget management experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current public education trends, issues and research

Current literature and best practices in public relations, marketing, communications, community relations and public affairs

Federal, state and local regulatory requirements applicable to OUSD communications and community outreach programs

District functions, policies, rules, regulations, goals and objectives

Marketing and communications theory, principles, practices and strategies

Public institution administration and education administration strategies

California, Alameda County and Oakland community concerns and dynamics, politics, issues, leaders and influencers

Brown Act, laws related to freedom of the press and free access to public information

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

Correct English usage, grammar, spelling, punctuation and vocabulary

Budget development and administration

Computer software, hardware, and related technology

ABILITY TO:

Develop and implement comprehensive public relations strategies and activities

Generate print and broadcast media coverage

Establish strong partnerships across organizations and develop powerful messages for different constituencies including parent, staff and community members

Work with stakeholders including families, governmental agencies and business community

Become conversant quickly in OUSD's work and to communicate with experts

Work on issue-based communications and/or policy advocacy through messaging, positioning, media and communications strategy, journalism, branding and constituent engagement

Manage and lead the Communications Department efficiently and effectively

Effectively plan, organize, and implement a comprehensive internal and external communications program

Assess, evaluate and enhance formal, informal, internal and external communications programs

Work as a member of a team

Maintain sensitive and confidential communications

Work independently in a variety of situations often requiring extensive contact with local public leaders, local media representatives, community members and special interest groups

Establish and maintain effective communications and working relationships with school officials, school administrators, teachers, support staff, students, parents, and the community

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

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By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief of Schools, Office of Post Secondary Readiness	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Confidential Management Certificated
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: August 2014	SALARY GRADE:	Per Contract

BASIC FUNCTION: Under the direction of the Superintendent, the Chief of Schools (COS) is responsible for overseeing the District’s system of schools. The COS is responsible for leading a team of Network Superintendents to ensure the following outcomes: significantly improved graduation and post-secondary readiness rates, turnaround of low performing schools and significantly improved leadership teams at network schools. The COS is tasked with driving significant student achievement gains at the school level and replicating effective, innovative models across the District. Analyzing and using multiple sources of data to guide the continuous improvement of all schools is an important function of this job.

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 key member of the Superintendent’s Leadership Team acting as a thought leader and spokesperson on behalf of the OUSD’s schools and students.

Support the development and implementation of college and career ready standards and program in support of the District’s overall goals and in alignment with the District’s Strategic Plan.

Drive the successful integration of evidence-based strategies to ensure the growth and success of all District schools and scale good ideas.

Align the District’s strategic vision across its system of schools, create a shared understanding of challenges at the school level and identify opportunities for improved student achievement.

Lead the development of systems and structures of school oversight that provide flexibility to innovate with the purpose of accelerating improvements in outcomes for students.

Implement best practices in educational programming at turnaround schools.

Oversee and successfully integrate programs to improve post-secondary readiness for students and drive student engagement, including support to maintain students on-track for graduation, concurrent enrollment and engagement and leadership opportunities for secondary students.

Oversee the allocation of District resources to support college and career readiness priorities.

Direct the identification and pursuit of funding opportunities available through grants and federal and state legislation to improve post-secondary readiness for students.

Create collaborative and effective communication channels between the central office, Network Superintendents, and Principals.

Collaborate with the District Leadership Team to develop communication and collaboration systems to ensure smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high priority goals for each school and ensure the sharing and implementation of best practices across schools.

Participate in ongoing senior leadership meetings, representing the voice of Network Superintendents, Principals, Teachers and students in OUSD decision-making.

Directly manage Network Superintendents to ensure they effectively manage, coach and mentor school leaders in ways that drive significant student achievement gains.

Support the differentiated professional development of Network Superintendents to ensure they have the skills to select, develop and evaluate Principals.

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

Develop and lead the Network Superintendents in their roles as leaders and network managers with real time feedback.

Provide support to Network Superintendents and Principals by providing clarity on roles, functions, goals and accountability metrics.

Support Network Superintendents and Principals to ensure high quality implementation of each school's educational design, including school culture, standards, assessments, and instructional guidelines.

Help Network Superintendents and Principals monitor and evaluate the effectiveness of their leadership, ensuring strategies are student-focused and aligned with each school's mission, core values, academic standards, and goals.

Support Network Superintendents in creating positive school cultures and routines across school sites and clusters.

Facilitate and promote opportunities for collaboration among Network Superintendents and school sites.

Assist Network Superintendents in developing annual strategic goals as well as plans to meet those goals, and work with the OUSD Leadership Team to conduct interim and final evaluations of the Network Superintendents' work.

Provide leadership to the District's diverse schools in the areas of school improvement planning, principal professional development and evaluation.

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

Partner with the Chief Talent Officer to provide support to Network Superintendents in recruiting, identifying, and promoting excellent teachers and Principals.

Use executive judgment to solve problems and manage crises.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in education, administration or related field and seven (7) years experience in leading and managing a high performance team to aggressive outcomes

A Doctorate degree preferred but not required

Significant experience leading or overseeing significant transformations at schools that significantly improved outcomes for students

Demonstrated success in leading large scale change initiatives within an educational context

Proven experience in strategic planning, communicating a vision and goals to others and effectively implementing action plans and monitoring progress against goals

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

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

Valid California Teaching Credential

Valid California Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

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

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

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

National, state, and District educational goals and standards

Learning theory, program planning, curriculum development, and management of instructional programs that increase academic rigor for all students

Effective school concepts and principles

Educational research and evaluation, especially measurement theory, statistics, computer systems, research design, and evaluation theory

Principles of educational reform, research and evaluation program monitoring, data analysis, and reporting

District educational initiatives, programs, and policies

Educational administration, performance and project management, resource alignment, and strategic planning goals

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

Leadership skills, and developing and supporting a professional learning community

Research methods, report writing, and presentation

Effective staff development programs and strategies

Instructional methodologies, strategies, and curriculum standards

Academic accountability systems and services

Report writing and presentation

Budget preparation and control

School district organization, operations, and objectives

Applicable state and federal laws, codes, regulations, guidelines, policies, procedures, and state frameworks

Effective oral and written communication skills

Interpersonal skills using tact, patience, and courtesy

Effective management principles, practices, and supervision techniques

Evaluation approaches, strategies, and techniques

Computer software, hardware, and related technology

ABILITY TO:

Design, organize, and lead a systemic change process in a large urban school district

Provide data and interpretation to support decisions related to the improvement of instructional and operational programs

Deliver high quality and high-efficacy services

Assist with the integration of professional learning and curriculum implementation

Analyze statistical data for trends and student performance in various programs, and develop strategies for improved student improvement

Keep current about related educational research, innovations, and trends, as well as applicable federal, state, and district laws, rules, regulations, and procedures

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups

Work independently, coordinate multiple activities simultaneously, and 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

Supervise and evaluate the performance of assigned staff

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/14
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief Operations Officer (COO)	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Superintendent, the Chief Operations Officer (COO) provides support services for the Oakland Unified School District necessary to ensure a positive, well-maintained learning and work environment that supports the educational process and facilitates student achievement. The COO participates in the formulation of District policies and plans regarding instructional as well as non-instructional operations and resources. Serves as the principal advisor to the Board of Education and the Superintendent in matters related to non-instructional areas of the District. The COO oversees Information Technology, Facilities, Police Services, Nutrition Services, Transportation, Office of Ombudsperson, Student Assignment Office and other operational divisions of OUSD as assigned.

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

Administration and Organization/ Senior Leadership Team Management

Supervise staff for specific operational functions and foster a shared vision and culture of accountability and innovation within the Division of operations.

Inspire, challenge, align and develop the Operational Leadership Team by providing high quality leadership, best practices, coaching, and mentorship.

Participate in making critical strategic decisions as a Leadership Team member.

Provide executive control of operation functions by exercising delegated level of authority over budgetary and personnel decisions, as directed by the Superintendent and the Board.

Represent the Superintendent and Board of Education as a visible leader in the community related to the operational aspects of the District.

Set performance standards and objectives for divisional senior team members, provide proper support and professional development opportunities, evaluate performance, and recommend pay actions.

Improve services levels offered to schools, students, parents and other internal stakeholders.

Measure, evaluate and improve performance of operational departments and reporting on results.

Collaborate and communicate with senior staff and the Board of Education to implement and modify District policies.

Collaborate and communicate with numerous diverse external stakeholders (e.g., Community; legislative agencies) about District operational plans and progress.

Attends all Board of Education meetings and prepares reports for the Board as the Superintendent may request.

Facilities Management

Provide oversight regarding the supervision, leadership and coordination of the District's Facilities Planning, and Real Estate functions, ensure optimal integration, synergy, and cost-efficiency in the development and implementation of operating plans, systems, and procedures.

Review the development and currency of comprehensive facilities Master Plan incorporating all District facilities and real estate assets. Ensure that the Master Plan remains consistent with and responsive to the District's mission, goals and objectives, and overall strategic plan.

Coordinate the selection, monitoring and supervision of services provided by architects, engineers, consultants, contractors, attorneys, bond counsels, bond underwriters, inspectors and other professional service agencies used in support of the facilities program.

Monitor and evaluate the construction process in terms of bonding, capital outlay, facilities planning and renovation.

Work with Legal Counsel in regard to legal processes, the preparation and negotiation of leases and represent the District in court relative to real estate acquisition matters when necessary.

Prepare and present reports and recommendations to the Board of Education or Board committee; represent the District in real estate acquisition matters before the Oakland City Council, County Board of Supervisors, planning and zoning commissions, and other governmental units when necessary.

Supervise the Facilities senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Nutrition Management

Provide oversight regarding the supervision, leadership and management of the school nutrition program to include menu selection, meal production planning and scheduling, procurement, adherence to nutrition and sanitation regulations and requirements and appealing presentation on the serving line while operating as an enterprise fund.

Supervise the School Nutrition senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Information Technology

Oversees the District's Technology Department which is responsible for development and implementation of computerized systems to include intermediate and long-range planning for acquisition, installation and maintenance of technology, as well as establish and maintain district-wide business continuation plan. Manage overall use and implementation of technology.

Supervise the Information Technology senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Logistics and Supply Service Management

Administer operations related to the procurement and distribution of equipment, supplies and instructional materials with vendors and consultants and develop procedures for purchasing goods and services for the District in accordance with District policy.

Provide oversight of systems, resources and operations of Warehouse Services to ensure efficient services that are designed to meet the material and logistical needs of the Oakland Unified School District.

Supervise the Logistics and Supply senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Transportation Management

Provide oversight regarding the supervision, coordination and management of overall transportation plans District-wide.

Provide guidance/support to senior transportation leader(s) on internal transportation policies ensuring a safe and integrated transportation system.

Supervise the Transportation senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Security Management

Provide oversight of the plans, organization, implementation and direction of the Police Services security program.

Provide guidance/support regarding the monitoring and communication of policies, procedures, and standards for Police Services to identify and correct deficiencies or problems.

Review and monitor the implementation of the District's Safety Plan to comply with State of California Standards.

Supervise Police Services senior leader(s), including delegating responsibilities, conducting performance evaluations, and making employment recommendations.

Other Duties

Assure coordination and synergy of all District support activities.

Conduct school-site visits to ensure continuity of operations and support activities are coordinated and effective.

Establish annual contracts for financial audit, liability and property insurance.

Direct and coordinate the development of new procedures and policies to improve security, safety, energy conservation and sustainability initiatives.

Represent the Superintendent in an official capacity as required.

Maintain timely and accurate information and is accountable for the quality of information maintained by subordinates.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Business Management/Administration, Public Administration, Educational Leadership or related field. Experience in the following areas is desirable: Logistical Management, Systems Management, Engineering, Budgeting and Financial Management, Quantitative Methods, Administrative Practices, Construction and Building Facilities and/or Information Processing and System Management.

Ten (10) years experience in a urban school district or a large and complex organization with five (5) in a senior leadership role in a major organizational unit in a urban school district or a large and complex organization

Experience in K-12 education from a policy and/or direct work experience perspective, and a passion for improving public education

Experience in obtaining and deploying resources necessary to execute priority initiatives

Requires project and long-term planning skills, negotiation skills, analysis, and synthesis

Seasoned decision making skills around developing strategy and decisions impacting procedures and programs District-wide. Errors in decision making could result in substantial embarrassment or cost to the District.

Critical thinking and pragmatic problem-solving skills

Strong interpersonal and communications skills and ability to work well with people at all levels across OUSD and key external organizations

Proven leadership skills with demonstrated capability ability to manage a large organization and deliver results supporting the mission of the organization

Strong quantitative and qualitative analytical skills, and demonstrated process and project management experience

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Federal, state, local and Board of Education laws, policies, regulations and procedures relating to assigned areas

District's Strategic and Facilities Plans, Board policy, District policy and applicable state and federal laws and regulations

The formal bidding process and of local, state and federal guideline as well as knowledge on school construction bonds

District business operations, programs and services that support curriculum and school instructional programs including the integration of educational technology

Planning, organization and coordination needed for assigned programs

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Formulate strategies to meet district objectives, to turn strategies into actionable operating plans and to implement change with appropriate performance measurements to guide and ensure success.

Attract, motivate and develop leadership talent

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

Provide leadership, direction and accountability in the administrative and non-instructional functions of the District

Maintain current knowledge of applicable provisions of federal, state, and District laws, rules, and regulations

Analyze problems, make decisions, and be responsible for those decisions

Plan and organize programs

Provide effective and efficient oversight of District business operations to meet goals and objectives

Plan and implement staff development programs

Implement collaborative and team building processes

Accurately interpret, apply and explain rules, regulations, policies and procedures.

Plan and organize work

Meet schedules and time lines

Supervise and evaluate the performance of assigned staff

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

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

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

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

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

Skillfully navigate existing political structures and systems

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/14
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief of Organizational Effectiveness and Culture	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Superintendent, the Chief of Organizational Effectiveness and Culture is responsible for creating and executing on an overall strategy to help teams, managers and individuals become more effective in their roles. The COE is responsible for improving management, leadership, organizational design and effectiveness and workforce planning to enable the District to meet and exceed its goals and objectives. Responsibilities include identifying and analyzing needs, designing and implementing solutions with applicable resources and assuring solutions are working going forward. Coach managers on a variety of management and change management topics for both current concerns and issues and future organizational growth and effectiveness. This position manages relationships across the District, partnering with leaders and HR to support individual department and organizational effectiveness needs to achieve desired business results.

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 short- and long-term operational strategies designed to bring cohesiveness to internal and external processes; perform overall needs-analysis and assessment to position District for organizational excellence.

Identify, track and analyze metrics to measure organizational design and effectiveness related issues, prospectively and retrospectively, and design and implement solutions; ensure solutions meet the needs of the District and are aligned with the strategic goals and objectives on an ongoing basis; refine as needed.

Provide consultation to the Superintendent, Board and Leadership Team on programs to support organizational change, leadership development and organizational effectiveness.

Drive initiatives in the Leadership Team and organizationally that contribute to long-term organizational excellence.

Contribute to short- and long-term organizational planning and strategy as a member of the Leadership Team.

Manage and increase the effectiveness and efficiency of Support Services (HR, Benefits, IT, Finance) through improvements to each function as well as coordination and communication between functions; brainstorm and consult to troubleshoot operations and improve efficiencies.

Communicate and represent the District's culture and value, working to build and institute consistent opportunities and vehicles to the entire team to embody and experience the District's culture through events, team-building, retreats, etc...

Facilitate the use of latest tools, technologies and techniques in support of the District needs and strategic plan.

Ensure technical learning solutions are aligned to current District strategy and support the changing needs of the District and address new initiatives for the District.

Draw on comprehensive technical knowledge and excellent consulting skills to advise internal and external customers in organizational effectiveness areas.

Coach District Leaders, Board members, key partners and project teams on how to utilize strong organizational effectiveness processes to assess, diagnose, design and deliver innovative solutions needed to optimize organizational effectiveness and to facilitate successful implantations and communications.

Provide change management consultation to include assessment of current and future change initiatives, redesign and implementation of change and transition processes.

Build relationships with Board members and District staff to ensure changes are meeting the needs of departments and programs.

Provide direction, guidance and support on all aspects of the school district legislative process, overseeing the preparation, review and submission of Board of Education meeting agendas, providing oversight of parliamentary process and ensuring swift and effective follow up communication to initiating departments on Board action items.

Collaborate with Chief Talent Officer to design and implement an effective and efficient Succession Planning process to minimize leadership gaps for critical positions and provide opportunities for top talent to develop skills necessary for future roles.

Partner with Human Resources to design, develop and sustain effective leadership development activities such as 360 assessments, leadership coaching, leadership assimilations, mentoring programs, team development initiatives, etc....

Partner with Human Resources to identify employee performance gaps and identify options for addressing them through training or other related solutions.

Ensure the delivery of consistent processes, programs and frameworks in interventions, initiatives and programs wherever possible to help shape the District-wide culture.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's Degree or equivalent in Organizational Development, Organization Behavior, Industrial Organizational Psychology, Leadership or similar discipline and a minimum of 10+ years experience successfully operating a complex organization, with a background in education, leadership development and/or learning and development.

Doctorate Degree in related field preferred.

Experience in developing and executing short- and long-term strategies

Experience in developing relationships at all levels of the organization with an ability to influence outcomes without authority

Experience with multiple change, team building, strategy, succession planning and competency models

Demonstrated track record of achievement in designing and implementing organizational development and talent management initiatives

Demonstrated leadership and vision in managing staff groups and major projects and initiatives

Strong project management, complex problem-solving, organizational and strong process skills

Strong qualitative and quantitative skills

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Long-term strategic planning, organizational design and effectiveness, management development, curriculum design, and group facilitation

Workforce planning systems management, annual and strategic business planning, needs assessment, solution designs, delivery, cost benefit analysis, change management and communications

Employee performance standards, organizational design, project management, quality improvement principles, business process reengineering and computer applications

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:

Develop and implement relevant strategic objectives to attain organizational objectives

Quickly take control of responsibilities and establish oneself as a credible strategic partner

Challenge and debate issue of importance

Look at situations from several points of view

Effectively influence and drive change across all levels of the District

Present views in a clear and compelling manner and develop trust and influence as a senior thought leader with a broad relationship base

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

Align organization, division and department initiatives in concert with leadership development to create and implement a vision of culture change in systemic way

Identify and analyze organizational needs

Establish change initiatives, budget and allocate resources appropriately

Interface with all levels within the organization

Work effectively in a diverse work group

Pull resources together to meet deadlines

Work under pressure and flexible in adapting and responding to changing situations

Manage multiple conflicting priorities

Delegate responsibilities effectively

Harvest a healthy, happy workplace with a real emphasis on a strong organizational culture

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write

and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Chief Talent Officer	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	261 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Provide visionary leadership to the Oakland Unified School District Human Resources and Talent Management functions and optimize the District's ability to find, keep and grow top talent. Foster an environment to not only attract, retain, and motivate the District workforce to promote student learning and achievement, but also to create a broad and balanced culture of celebration and performance accountability that positively influences student performance. Develop and implement the strategy, staffing and infrastructure to direct all aspects of Human Resources and Talent Management, including Talent Recruitment, Strategic School Support, Operations and Services, Employee Benefits, Peer Assistance and Review (PAR), New Teacher Support, Labor Relations and Educator Effectiveness. Review, develop, implement, and communicate District-wide policies and procedures within the area of expertise to ensure compliance; conduct research, analyze data, and prepare statistical reports to support and implement best practices to accomplish stated goals; plan, direct, coordinate, organize, and implement technology products and information management systems for use by Human Resources Services and Support (HRSS) clients. Perform administrative duties involving 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

Champion the strategic direction of programs, policies, and services that are responsive to the Human Capital needs of the District and that are integrated with the District strategic goals.

Provide leadership and accountability over all human resources functions: recruitment, retention, compensation and employee benefits, all aspects of educator effectiveness including training and leadership development, performance management, Peer Assistance and Review (PAR) and new teacher support; diversity, regulatory compliance, teacher and principal performance management initiatives, employee/labor relations, contract negotiations, and HRIS.

Develop, monitor and manage annual operating budgets for the Human Resources department; establish and monitor cost containment initiatives throughout the department without sacrificing quality or service levels oversee on-going analysis of budget expenditures and resource allocation.

Strategize with technical partners to ensure the successful implementation and operation of technology solutions governing HR platforms.

Ensure that the District maintains a viable and competitive image within the community by engaging in proactive human resource activities.

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

Collaborate with other departmental management to provide ongoing review of organizational structure, staffing, and division-wide policies and procedures to ensure efficient operations and best practices; resolve issues and conflicts and exchange information.

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

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

Research, recommend, coordinate, and oversee the development of new applications to be used with existing or new software programs to streamline HRSS processes and procedures to provide timely delivery of high quality services to the District; remain current and knowledgeable on new technology issues; provide staff training and supporting user documents.

Manage internal operations including supervision and evaluation of assigned staff, communication, technology, records, workflow, and other areas to ensure smooth and efficient delivery of services that comply with laws, policies, and regulations; participate in the selection of personnel; establish work standards; provide clear, constructive feedback to improve staff effectiveness; coordinate and arrange for appropriate training of staff in support of professional learning.

Plan, develop, implement, and administer the department-wide budgeting process to ensure the financial stability of the District; review and approve expenditures to support the department's short and long-range strategic objectives.

Research, plan, recommend, and implement new technology throughout the department to support operational goals; develop and support operational guidelines and procedures for all technology-based systems; develop and maintain human resources applications and electronic forms environment, and serve as a resource and liaison to site, internal staff, and support staff on department-wide technology resources.

Provide and expand functionality of the Human Resources Information System (HRIS) for use in departmental and organizational decision-making which lead to increased efficiency in district practices.

Manage data through coordination of new technology to help facilitate the reporting and decision-making process; prepare and present staff reports and other necessary correspondence.

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

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

Collaborate with Legal to minimize legal adversity, oversee HR audits and perform risk analysis on District HR policy and programs to proactively reduce adverse exposure.

Oversee the human resources information technology and related data entry process utilized within the HRSS department including security and maintenance of salary tables.

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.

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.

Provide excellent customer service by establishing positive relationships with District personnel, applicants, representatives from external organizations and others.

Make presentations to the Board regarding plans, projects, needs and other information to ensure appropriate communication.

Foster collaboration with major constituencies including executive management staff, academic and non-academic stakeholders, legislators, business/community partners and the general public.

Plan, lead, and/or attend a variety of meetings representing the department.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree in Human Resources or a related field and seven (7) years of directly related progressively responsible experience managing Human Resources and five (5) years of senior level experience working directly with superintendents, executive cabinet leaders, school board members, non-profits or community representatives.

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

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

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

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

Experience in the following human resource areas: recruitment, retention, training, total rewards, performance management, leadership development, collective bargaining, employee and labor relations experience, legal compliance, grievance handling, and internal policy interpretation

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

Demonstrated experience in employment law regulatory knowledge and reporting compliance

Influential experience with labor relations and CBA negotiation

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

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential preferred

Valid California Driver's License

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

Ability to work evening and weekends when necessary

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Employee-employer relations, negotiation techniques and bargaining unit agreements

Human Resources Information Systems (HRIS) and other computerized information systems used in Human Resources

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

District organization, operations, policies, objectives and goals

Planning, organization and coordination needed for assigned program

Principals and practices of modern personnel administration

Principles and practices of effective leadership

Technical aspect of field of specialty

Methods, practices, and procedures of human resources

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

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

Various District bargaining unit contracts

Interpersonal skills using tact, patience, and courtesy

Oral and written communication skills

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

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

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

Exercise good judgment when apprising difficult situations and execute timely decisions

Develop and report on budgets and expenditures in concert with District-wide budgeting allocations

Plan, organize, and manage a variety of human resources functions

Provide leadership, train and evaluate the performance of assigned staff

Negotiate skillfully in difficult situations and strongly promote compromise to satisfy all parties

Dispense corrective feedback in a manner that inspires accountability among colleagues and direct reports

Communicate effectively, understand and follow, in English, oral and written directions

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

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

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

Analyze and resolve critical issues with significant organizational impact

Focus and appropriately allocate resources toward identified goals

Think outside the box and develop new methods or solutions inspiring others to reach a common goal

Plan, prioritize, and organize work to meet schedules and timelines

Manage multiple projects simultaneously

Work independently and effectively with minimum direction

Manage change and design an effective system of reporting progress and monitoring results

Prepare and monitor department budget to ensure fiscal responsibility

Actively participate in meeting District goals and outcomes

Supervise, coach, and evaluate assigned staff

WORKING CONDITIONS

ENVIRONMENT:

Office and off-site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; contact with dissatisfied individuals

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Senior Business Officer (SBO)	REPORTS TO:	Superintendent
DEPARTMENT:	Office of the Superintendent	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR:	261 days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Superintendent, the Senior Business Officer (SBO) is responsible for facilitating the successful financial and business performance of the District and integrating the District's business and financial interests. The SBO provides financial strategy and leadership to implement strategic goals and objectives and gives direction to leadership toward the achievement of the District's philosophy, mission, strategy, and the District's annual goals and objectives. The SBO oversees the organization, direction and operation of all financial activities including long-range strategic planning. The SBO is also responsible for ensuring sound business and financial practices are followed in compliance with federal and state regulations, District policy, business policies and procedures and other applicable financial and business standards and practices. This position works closely and collaboratively with Chief Operations Officer to ensure effective and efficient operation of the District.

The Senior Business Officer supervises the Chief Financial Officer who oversees Financial Services, Procurement and Distribution, State and Federal Compliance, Risk Management and Internal Audit.

DISTINGUISHING CHARACTERISTICS:

The **Senior Business Officer** is responsible for developing and overseeing implementation of fiscal strategy, responding to Board expectations, ensuring fiscal solvency and establishing a robust prioritization process to ensure adequate and sustainable funding for District priorities.

The **Chief Financial Officer** is responsible for developing and directing economic forecasts and multiyear financial forecasts; overseeing the management of the budget development process, financial reports, audits, compliance reports, cash flow management, internal controls, workers' compensation utilization, employee benefits costs, procurement requirements, state and federal compliance, Redevelopment Agency revenues, and property and liability coverage.

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 and provide sound leadership and direction to fiscal and business services.

Collaborate with the Superintendent, Leadership Team and Board to formulate the District's approach to strategic financial management and business development and execution.

Provide broad financial leadership through advice and counsel, and lead the development and implementation of an integrated strategic financial plan that allows for the successful management of the District.

Support strategic management of the District assisting management in addressing key financial issues.

Manage systems that track financial performance providing forecasts and insightful analyses of financial results.

Facilitate the annual and long-range business planning function, including the selection of measurement tools to assess and evaluate the District's financial and business performance; coordinate and maintain support for integrated annual and long-range business and financial planning.

Analyze the District's short- and long-term financial position and make recommendations to the Superintendent, Leadership Team and Board regarding ongoing organization, integration and effectiveness of various business functions and overall capital structure.

Develop and implement short- and long-term plans and activities to meet both educational and financial goals of the District, including prioritization of resources; analyze the District's financial position, and develop recommendations for immediate and long-range financial management.

Provide strategies and recommendations for ensuring the District's fiscal solvency; ensure integrity of the District's financial reports and solvency in accordance with state and federal law.

Provide leadership to ensure a robust prioritization process to ensure adequate funding for District priorities while also maintaining funds for unanticipated operating costs and capital expenditures; ensure appropriate utilization of resources and adherence to budgets.

Maintain the development and maintenance of a District financial support function that is viewed as transparent, responsive and service-oriented.

Oversee the development and ongoing monitoring of the District's annual operating budget and multiyear financial planning; provide financial information to the Superintendent, Board of Education and other divisions to facilitate decision making.

Provide technical expertise, information, and assistance regarding assigned financial and business operations; formulate and develop policies, procedures, and programs to assure effective management controls.

Provide technical expertise, information and assistance to the Superintendent regarding District budgets and financial and accounting activities; advise the Superintendent of unusual trends or problems and recommend appropriate corrective action.

Provide advice and counsel to the Superintendent, Board of Education, and District staff on matters pertaining to assigned areas of responsibility; prepare reports and recommendations for the Superintendent and the Board of Education, including comprehensive financial data covering all aspects of school finance; advise the Superintendent of business and financial trends or problems, and recommend appropriate corrective action.

Conduct financial analyses, and provide financial data as required for District negotiations; participate in the negotiation process with employee groups when needed; prepare and certify the District's public disclosure, as required by law, on all collective bargaining agreements before they are approved by the Board of Education.

Attend meetings of the Board of Education; present and interpret financial impact of proposals as necessary.

Communicate and collaborate with other District administrators, District personnel, outside organizations, public entities, contractors, the community, and various local, state, and federal agencies to coordinate activities and programs, resolve issues and conflicts, and exchange information; propose, as needed, and monitor District standards of business and financial ethics and professionalism.

Remain current on all laws, rules, regulations, and interpretations of law regarding school finance, fiscal reporting requirements, mandated changes, and District entitlement to federal, state, and local monies; participate in the development of legislation affecting school finance and business management; modify programs, functions, policies, regulations, and procedures to assure compliance with local, state, and federal requirements as appropriate.

Attend and conduct a variety of meetings as assigned; establish and maintain relations/memberships with local, state, and federal agencies and associations to remain current on programs and issues that affect business and financial duties.

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 training of assigned staff.

Serve as a member of the Superintendent's Cabinet; attend or participate in required District, Board of Education, and committee meetings, and other activities deemed necessary by the Superintendent.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Business Administration, Public Administration, Finance, Accounting or related field.

Seven (7) years of comprehensive and progressive related experience in fiscal and business management in a large school district or county office of education and three (3) years of senior management responsibility

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Planning, organization, control, direction, and administration of the financial and business operations of the District

Federally accepted categorical and general fund guidelines and requirements

Generally accepted accounting and auditing principles, practices, and procedures

State and federal regulations for financial management of a public school district

State, federal and local laws, regulations and court decisions applicable to school business operations and financial management

Principles and practices of public administration, intergovernmental relations, school business operations and financial management

Principles, practices, tools and techniques of statistical analysis and project management

Principles and practices of negotiations and collective bargaining

Techniques and principles of high-quality customer service, customer relationship management and internal consulting concepts and practices.

Principles and practices of effective leadership, management and supervision

Principles and techniques of leadership, organization, supervision, budgeting, personnel administration and management

Principles, practices and trends relating to the full scope of school business management and California educational programs pertaining to school districts and county offices of education

Laws, rules, regulations relating to school districts

Principles, practices, and techniques of program and policy development, implementation, monitoring and control; operating programs and guidelines of California's FCMAT (Fiscal Crises and Management Team) or comparable system operating in another state, and AB1200 and AB2756 responsibilities for school districts

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

Supervisory, organization and management principles and practices

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Develop strategic goals and translate into tactical operations in a manner which is understandable to all employees

Plan, organize, control, direct, and administer the financial and business operations of the District

Provide internal consultation services for business and financial services to the Superintendent of Schools, Board of Education, and District departments

Analyze District financial requirements, implement effective systems and controls, and make recommendations

Plan, direct and integrate a broad range of complex business and financial planning, budgeting and service programs and activities

Oversee preparation and monitoring of District budgets

Analyze processes and problems, identify opportunities for improvement and follow through on changes, in a timely and consistent manner

Develop, modify, and direct the implementation of budgetary control and accounting systems

Critically evaluate financial performance

Provide creative and effective solutions for meeting the financial needs of the District

Review existing and pending legislation related to procedural guidelines and District budget program

Understand, interpret, apply and explain complex state and federal policy, law, regulation and court decisions applicable to school business and financial operations

Establish and maintain cooperative and effective working relationships with others

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

Present views in a clear and compelling manner and develop trust and influence as a senior thought leader with a broad relationship base

Analyze situations accurately, and adopt an effective course of action

Work independently with little direction

Plan and organize work to meet schedules and timelines

Prepare and present clear and concise comprehensive narrative, reports and correspondence to a variety of audiences

Represent the District in a variety of public settings

Provide leadership by building, directing and motivating a diverse workforce at all levels in the organization

Supervise and evaluate the performance of assigned staff

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/14
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Chief of Schools, Continuous School Improvement	REPORTS TO:	Chief of Schools
DEPARTMENT:	Office of Chief of Schools	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: August 2014	SALARY GRADE:	Per Contract

BASIC FUNCTION: Under the direction of the Chief of Schools, the Deputy Chief of Schools is responsible for the continuous school improvement process creating the vision, gathering data related to the vision, analyzing data, planning the work of schools to align with the vision and strategic plan, implementing the strategies and action steps outlined in the plan and gathering data to measure the impact. The Deputy Chief leads the work of school portfolio management which includes the development of quality options for all district students such as; new school development, school transformation and charter options.

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

Direct and oversee the roles and functions of the District's school quality review, school portfolio management, charter school authorizing, and quality diverse provider programs, projects, and initiatives.

Implement and design District-wide systems for the understanding and use of a variety of assessments, including screening tools, formative measures and summative measures to drive instructional planning and intervention.

Provide management and supervision of the Director of Continuous School Improvement; the Director of Quality Diverse Providers, as well as all key managers, staff and contract service providers associated with these departmental functions.

Ensure the continuous improvement of school and central office performance through established metrics of accountability to include, but not be limited to, the District's Balanced Scorecard, and quarterly reporting required of each of these instruments, aligned to the District's adopted Strategic Plan.

Ensure the continuous improvement of schools and central office performance through the generation, dissemination, and utilization of the annual School Scorecard, School Quality Review Process, and the effective use of data platforms designed to monitor the primary indicators for school and central office success, aligned to the District's adopted Strategic Plan.

Direct and oversee the coordinated, cross-departmental supports and services associated with the development and implementation of each school's Single Plan for Student Achievement (Community School Strategic Site Plan).

Direct and oversee the cross-departmental participation in the Continuous School Improvement process and the cross-departmental analysis and utilization of the results of the Continuous School Improvement process to incorporate promising practices, to address gaps in school and central office performance.

Manage and coordinate the development of central office Performance Management metrics and instruments for monitoring, reporting, and continuously improving central office supports and services aligned to Board adopted Quality Standards for Central Office performance.

Ensure alignment and coherence of District policies and practices to successfully implement quality review efforts District-wide; as well as the effective implementation of the District's Quality Schools Development policy, to include but not be limited to the alignment and coherence of this policy as it pertains to the District's charter school authorizing practices.

Provide coordination and support on behalf of requisite presentations and reporting to the Board of Education, Leadership Team, staff, community and partner organizations on the progress of the District against the standards and goals set forth in the District's Strategic Plan.

Ensure the development and implementation of a District-wide training program designed to increase the access of schools and communities to relevant data and information associated with student, school and central office progress toward meeting established goals and metrics; including the effective use of tools developed internally and/or contracted externally to support this effort.

Manage data through coordination of new technology to help facilitate the reporting and decision-making process; prepare and present staff reports and other necessary correspondence.

Develop and prepare budgets; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District.

Oversee the development and implementation of departmental operational policies, regulations, and procedures.

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

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 support of District goals.

Supervise and evaluate the performance of assigned staff; interview and select employees, and recommend transfer, reassignment, termination, and/or disciplinary action.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's Degree in education and five (5) or more years of school or school district leadership experience; demonstrated success leading strategic innovative educational initiative.

A Doctorate degree preferred but not required

Knowledge of and experience in staff leadership, curriculum development, staff evaluation, successful instructional practices, school improvement strategies, academic and accountability testing, policy and procedures, and community relations

Demonstrated success in improving student achievement results

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

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

Valid California Teaching Credential

Valid California Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

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

Planning, organization and coordination needed for assigned program

Principles and practices of effective management

School design and evaluation of design

School management and operations

Quality instructional practices and professional development in these practices

Assessment design and analysis

District organization, operations, policies, objectives and goals

Planning, organization and coordination needed for assigned program

Principles and practices of effective leadership

Technical aspect in field of specialty

Interpersonal skills using tact, patience, and courtesy

Principles and practices of supervision and evaluation

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

Excellent English usage, grammar, spelling, and punctuation

Oral and written communication skills

Management information systems

Computer hardware systems, mainframes, software applications, and languages utilized by the District

ABILITY TO:

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

Provide leadership, train and evaluate the performance of assigned staff

Negotiate skillfully in difficult situations and strongly promote compromise to satisfy all parties

Dispense corrective feedback in a manner that inspires accountability among colleagues and direct reports

Communicate effectively in English, oral and written directions

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

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

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

Demonstrate loyalty and high ethical standards

Analyze and resolve critical issues with significant organizational impact

Focus and appropriately allocate resources toward identified goals

Think outside the box and develop new methods or solutions inspiring others to reach a common goal

Apply integrity and trust in all situations

Plan, prioritize, and organize work to meet schedules and timelines

Manage multiple projects simultaneously

Work independently and effectively with minimum direction

Manage, change and design an effective system of reporting progress and monitoring results

Prepare and maintain statistical reports

Prepare and monitor department budget to ensure fiscal responsibility

Actively participate in meeting District goals and outcomes

Provide technical guidance and recommendations concerning existing computer programs and systems

Supervise, coach, and evaluate assigned staff

Operate personal computer, related software, and other office equipment

**WORKING CONDITIONS
ENVIRONMENT:**

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Deputy Network Superintendent	REPORTS TO:	Network Superintendent
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 Days
ISSUED:	Created: August 2014	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Under the direction of an assigned Network Superintendent, the Deputy Network Superintendent is responsible for providing leadership to assigned schools ensuring alignment with the District's goals and objectives. In partnership with local community-based organizations and city/county agencies (police, social services, health, juvenile justice), facilitate the optimum use of resources to enable the academic and social emotional success of all students. The Deputy Network Superintendent ensures the use of effective instruction in every classroom for every student, every day; the development of safe and supportive schools; and the cultivation of student literacy necessary for success in college and career. The Deputy Network Superintendent is responsible for understanding the needs of the students, families, and the community of the assigned schools and assisting the principal and Network Superintendent implementing the best strategies for meeting those needs.

Assist the Network Superintendent in supporting and leading efforts to turn around struggling schools and play a critical leadership role in transforming each school to a full-service community school model, supporting the District's transition to a full-service community District. Duties will also 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 it is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Organizational Vision: Coordinate the development of a shared vision of academic excellence and social success and sustain focus on student outcomes.

- Collaborate in ensuring the network vision is aligned with community and District goals and outcomes, as related to academic and social success.
- Collaborate with the Network Superintendent and network principals in developing a common vision for community development and academic achievement.
- Assist in developing a scorecard with specific goals and measures that reflects the academic and the social emotional success outcomes.

Community Resource Management: Develop and coordinate activities associated with needs assessment, resource planning, and ongoing measurement of results. Lead activities in partnership with all community stakeholders, using best practices in family and community engagement.

- Coordinate and attend neighborhood and community group meetings to understand the values, priorities, and needs of our families and residents in the neighborhoods surrounding our schools to provide support for ongoing academic and social emotional success.
- Represent OUSD at public forums, including local school board meetings and citywide meetings on public education, public policy, youth development, and after-school education.
- Respond to parents, guardians and community concerns in assigned schools.
- Develop an understanding of each school's culture, needs and strengths through frequent visits and conversations with principals, teachers, staff, parents, students and volunteers.
- Serve as an advocate for assigned schools in securing the resources and support that will help each school as needed; provide input on how resources should be applied to meet the needs of the network schools, students and families; develop funding proposals and other resource development strategies to enhance support and resources for assigned schools.
- Meet with parents, civic and community groups to explain and interpret matters relating to the educational programs and operations of the District as needed.

Pathways Facilitation: Lead the analysis and programmatic response to ensure continuous support for students as they progress through their career as lifelong learners.

- Collaborate with Network Superintendents, Deputy Network Superintendents and Leadership, Curriculum and Instruction (LCI) to analyze the transition from Pre-K to K, elementary to middle school, and middle school to high school. Ensure that the resources and support exists to ensure all students navigate the transitions successfully as part of a protected pathway throughout their District experience.
- Integrate data from pathways-analysis into network plans.

Tiered Support System for Students:

- Use the needs assessment to establish service offerings and the associated funding strategy to meet the various needs of at-risk students.
- Institutionalize ongoing measurement to track students and risk categories to formulate responses and to integrate them into the overall system of measurement and ongoing improvement.
- Collaborate with Research, Assessment and Data (RAD), site administrators and other staff to provide data on individual student progress to facilitate prevention and early intervention to reduce risk and promote student success.

Continuous Improvement and Ongoing Learning: Establish Continuous Process Improvement (CPI) protocols and professional development activities to institutionalize systems of rigorous accountability, ongoing measurement, and dynamic response to meet the challenges facing network schools to support students in their academic and social success.

- Assist site leaders in focusing on instruction and professional learning of school site staff, build capacity of instructional staff to deliver a data-driven instructional cycle, implement curriculum and pedagogy aligned to the Common Core and Next Generation Science Standards (NGSS) and dramatically increase student learning outcomes.
- Develop professional learning opportunities for site administrators to support transition to the Common Core and NGSS.
- Coordinate the development and implementation of network meeting agreements, processes and values to promote trust, collaboration, support, risk-taking, active reflection and inquiry, and sharing of best practices. This could be in the form of well-structured professional learning communities.
- Develop principal capacity to implement Results-Based Inquiry (RBI) cycles to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes.
- Increase principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning.

- Collaborate with sites to implement professional development plans aligned with school/community/District goals based on student performance data and network scorecard targets.
- Coach and support school principals in organizational management, staffing and other school management areas in order to facilitate increasing levels of student achievement.
- Assist in instituting ongoing processes to measure progress based on network strategic plan and make necessary modifications.
- Review and monitor the implementation of school improvement plans and performance assessment for each assigned school.

Instructional Program Management: Collaborate and coach network principals to manage instructional programs to enhance student achievement. Direct and coordinate all activities related to the District's instructional delivery system and instructional program management cycle.

- Coordinate the overall activities of planning, developing, implementing and evaluating all District curriculum, instructional programs and instructional support programs.
- Collaborate with principals and District staff in developing and implementing instructional programs to align with District goals, targets and strategic practices and projects.
- Collaborate with principals and District staff in developing and implementing school-based intervention strategies and activities, including those beyond the regular school day and school year, to ensure effectiveness and alignment with goals and targets.
- Collaborate with LCI and RAD to ensure instruction and activities related to student learning are aligned with teacher, administrator and staff competencies.
- Engage principals in collecting, observing and analyzing achievement data to surface questions, patterns, and/or gaps in the instructional program models at the school and regional network level.

Human Resources: Ensure optimal management and resourcing of network and school staff. Use supervision and evaluation to promote principals' performance.

- Collaborate with Human Resources and principals in interviewing and recommending principal candidates by using the District's principal selection process; forward recommendations to Network Superintendent.
- Interview and recommend candidates to fill other school-site certificated and classified positions as required.
- Assist in developing, monitoring and supporting individualized growth plans for all principals, teachers and site-based classified staff in the network.
- Ensure principals appropriately and effectively supervise and evaluate teachers and other staff. Coordinate appropriate training as needed.

Financial and Resource Management: Collaborate with Network Superintendent to ensure optimization and alignment of schools' resources and finances in accordance with site plan goals and objectives. Ensure schools' utilize material resources to ensure optimal learning environments.

- Assist principals to make strategic and compliant use of resources, including time, funding, grants, staffing, and technical support.
- Collaborate with principals in developing and implementing the Local Control Accountability Plan (LCAP) to ensure compliant alignment of resources and strategic activities to achieve the climate/culture goals and targets.
- Assist in monitoring site budgets, enrollment, consolidations, class size reduction, and functioning of school site councils to ensure strategic, viable and compliant management.
- Identify and communicate new revenue and resource opportunities through external partnerships, federal and state grants that are aligned with school and District goals and strategic practices.
- Ensure sites provide equitable access and service/program delivery in accordance with federal and state law.

Other Duties:

Collaborate with the Chief of Schools, Network Superintendents and other District staff in supervising and monitoring the adoption, integrations, articulation and implementation of curriculum, including textbook adoption.

Exercise proactive leadership in promoting the vision and mission of the District.

Coordinate monthly staff and principal meetings, workshops and/or seminars; collaborate with Network Superintendents to plan quarterly all principal meetings.

Participate in conferences, workshops and seminars to remain current trend and changes in education.

Participate in District-wide administrative meetings, attend Board meetings and prepares and presents reports to the Board as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree and seven years of progressively responsible experience in educational administration, including experience as a school principal.

Demonstrated knowledge and application of effective elementary education principles, practices and trends

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Teaching Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope

Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry

Community and governmental institutions in the regional network

District resources and organization

Instructional programs, methods, and practices to accelerate student learning and achievement

Leadership development practices and effective supervision

California standards, curriculum frameworks and current research-based practices and trends

Adult learning principles and change-management theory

Effective professional development practices, including data-based inquiry

Formative and summative assessment instruments

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

ABILITY TO:

Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability

Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel

Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel

Promote team-building and shared responsibilities among administrative and professional personnel

Develop effective and actionable plans that integrate a complex set of analysis and resource decisions

Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work

Apply a systems approach to problem solving

Attract external funding to support a well thought-out plan

Develop effective working partnerships across all sectors of stakeholders in the community and local government

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

Support, monitor and evaluate instructional program effectiveness

Use data to develop and analyze action plans

Implement collaborative and team-building processes

Plan, implement and monitor high-leverage professional development

Facilitate dissent and conduct difficult and constructive conversations

Provide timely and actionable feedback

Manage and prioritize time effectively

Provoke, inspire and motivate people to make progress toward goals

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

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

Work effectively across diverse communities

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; school sites; driving a vehicle to conduct work; making student home visits; fast-paced work; constant interruptions; potential contact with blood borne pathogens and communicable diseases; and potential violence from unstable individuals.

PHYSICAL DEMANDS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; mobility to conduct work at school sites and other District facilities; lift/restrain/reposition/carry individuals to ensure safety; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

OTHER PHYSICAL DEMANDS: Respond to emergency/life-saving situations which could require rapid response that would necessitate running.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Network Superintendent, Pre K -5	REPORTS TO:	Chief of Schools
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 Days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief of Schools and in cooperation with other District administrators, the Pre-K 5 Network Superintendent is responsible for providing leadership for all of the assigned network schools aligning Pre-K 5/Early Childhood and other programs, and facilitating the integration of all District resources of assigned schools. In partnership with local community-based organizations and city/county agencies (police, social services, health, juvenile justice), facilitate the optimum use of resources to enable the academic and social emotional success of all students. The Network Superintendent ensures the use of effective instruction in every classroom for every student, every day; the development of safe and supportive schools; and the cultivation of student literacy necessary for success in college and career. The Network Superintendent is responsible for understanding the needs of the students, families, and the community of the assigned schools and implementing the best strategies for meeting those needs.

The Network Superintendent is responsible for supporting and leading efforts to turn around struggling schools and plays a critical leadership role in transforming each school to a full-service community school model, supporting the District's transition to a full-service community District. Duties will also 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 it is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Organizational Vision: Lead the development of a shared vision of academic excellence and social success and sustain focus on student outcomes.

- Ensure network vision is aligned with community and District goals and outcomes, as related to academic and social success.
- Ensure network principals share a common vision of community development and conditions required for academic achievement.
- Develop scorecard with specific goals and measures that reflects academic and social emotional success outcomes.

Community Resource Management: Lead activities associated with needs assessment, resource planning, and ongoing measurement of results. Perform activities in partnership with all community stakeholders, using best practices in family and community engagement.

- Build strong strategic partnerships with families, community leaders, local business leaders, and city/county leaders to build a network team to assist with the community-based resource management plan.
- Conduct needs assessment to understand the needs of students and the surrounding communities to provide support for ongoing academic and social emotional success.
- Conduct resource-mapping to identify resources and strengths within community to meet the needs of the network schools, students and families.
- Develop a plan that outlines how resources should be applied to meet the needs of the network schools, students and families. This plan includes the development of the scorecard and how to align and augment internal and external resources.
- Develop and execute funding strategy to bring additional revenue to assigned schools.
- Meet with parents, civic and community groups to explain and interpret matters relating to the educational programs and operations of the District.

Pathways Facilitation: Lead the analysis and programmatic response to ensure continuous support for students as they progress through their career as lifelong learners.

- Collaborate with Middle and High School Network Superintendents to analyze the transition from Pre-K to K, elementary to middle school, and middle school to high school. Ensure that the resources and support exists to ensure that all students navigate the transitions successfully as part of a protected pathway throughout their District experience.
- Integrate data from pathways-analysis into network plans.

Tiered Support System for Students:

- Use the needs assessment to establish service offerings and the associated funding strategy to meet the various needs of at-risk students.
- Institutionalize ongoing measurement to track students and risk categories to formulate responses and to integrate them into the overall system of measurement and ongoing improvement.
- Use early warning systems that provide data on individual student progress to facilitate prevention and early intervention to reduce risk and promote student success.

Continuous Improvement and Ongoing Learning: Establish Continuous Process Improvement (CPI) protocols and professional development activities to institutionalize systems of rigorous accountability, ongoing measurement, and dynamic response to meet the challenges facing network schools to support students in their academic and social success.

- Establish data systems and analyze protocols that focus on academic and social emotional outcomes and ongoing changes in delivery of services to impact those outcomes.
- Develop and implement network meeting agreements, processes and values to promote trust, collaboration, support, risk-taking, active reflection and inquiry, and sharing of best practices. This could be in the form of well-structured professional learning communities.
- Develop principal capacity to implement Results-Based Inquiry (RBI) cycles to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes.
- Increase principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning.
- Ensure sites implement professional development plans aligned with school/community/District goals based on student performance data and network scorecard targets.
- Ensure principals build and maintain structures and processes for regular and effective teacher collaboration.
- Institute ongoing process to measure progress based on network strategic plan and make necessary modifications.

Instructional Program Management: Ensure network principals manage instructional programs to enhance student achievement.

- Calibrate classroom instructional quality using learning walks with principals to elucidate their instructional vision and increase their capacity to provide direct and actionable feedback to staff.
- Approve and monitor the development and implementation of approved instructional programs to align with District goals, targets and strategic practices and projects.
- Approve and monitor the development and implementation of school-based intervention strategies and activities, including those beyond the regular school day and school year, to ensure effectiveness and alignment with goals and targets.
- Engage principals in collecting, observing and analyzing achievement data to surface questions, patterns, and/or gaps in the instructional program models at the school and regional network level.
- Ensure instructional programs and services are compliant with federal, state and/or District requirements.

Human Resources: Ensure optimal management and resourcing of network and school staff. Use supervision and evaluation to promote principals' performance.

- Supervise and support all elementary school principals in the network.
- Ensure principals appropriately and effectively supervise and evaluate teachers and other school staff.
- Collaborate with Human Resources in interviewing and selecting principal candidates by using the District's principal selection process.
- Conference regularly with principals and assigned staff; provide direct feedback to principals and hold them accountable for performance and professional standards of practice; jointly develop improvement objectives to identify professional growth opportunities when necessary.
- Develop, monitor and support individualized growth plans for all principals in the network.
- Recommend position transfers, reassignments, terminations and disciplinary actions. Ensure principals appropriately and effectively supervise and evaluate teachers and other staff. Coordinate appropriate training as needed.

Financial and Resource Management: Ensure optimization and alignment of schools' resources and finances in accordance with site plan goals and objectives. Ensure schools' utilize material resources to ensure optimal learning environments.

- Assist principals to make strategic and compliant use of resources, including time, funding, grants, staffing, and technical support.
- Approve and monitor the development and implementation of the Local Control Accountability Plan (LCAP) to ensure compliant alignment of resources and strategic activities to achieve the climate/culture goals and targets.
- Monitor site budgets, enrollment, consolidations, class size reduction, and functioning of school site councils to ensure strategic, viable and compliant management.
- Manage network budget to support staff and provide professional development to achieve network goals and targets.
- Identify and communicate new revenue and resource opportunities through external partnerships, federal and state grants that are aligned with school and District goals and strategic practices.
- Convene regional network to collaborate on grant, funding, and community partnership opportunities.
- Ensure sites provide equitable access and service/program delivery in accordance with federal and state law.

Other Duties:

Collaborate with the Chief of Schools, other Network Superintendents and other District staff in supervising and monitoring the adoption, integrations, articulation and implementation of Pre-K 5 curriculum, including elementary-level textbook adoption.

Plan and facilitate monthly staff and principal meetings, workshops and/or seminars; collaborate with fellow Network Superintendents to plan quarterly all principal meetings.

Participate in conferences, workshops and seminars to remain current trend and changes in education.

Participate in District-wide administrative meetings, attend Board meetings and prepares and presents reports to the Board as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree and seven years of progressively responsible experience in educational administration, including experience as a school principal.

An earned Doctorate in Educational Administration preferred

Demonstrated knowledge and application of effective elementary education principles, practices and trends

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Teaching Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope

Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry

Community and governmental institutions in the regional network

District resources and organization

Instructional programs, methods, and practices to accelerate student learning and achievement

Leadership development practices and effective supervision

California standards, curriculum frameworks and current research-based practices and trends

Adult learning principles and change-management theory

Effective professional development practices, including data-based inquiry

Formative and summative assessment instruments

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

ABILITY TO:

Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability

Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel

Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel

Promote team-building and shared responsibilities among administrative and professional personnel

Develop effective and actionable plans that integrate a complex set of analysis and resource decisions

Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work

Apply a systems approach to problem solving

Attract external funding to support a well thought-out plan

Develop effective working partnerships across all sectors of stakeholders in the community and local government

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

Support, monitor and evaluate instructional program effectiveness

Use data to develop and analyze action plans

Implement collaborative and team-building processes

Plan, implement and monitor high-leverage professional development

Facilitate dissent and conduct difficult and constructive conversations

Provide timely and actionable feedback

Manage and prioritize time effectively

Provoke, inspire and motivate people to make progress toward goals

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

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

Work effectively across diverse communities

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; school sites; driving a vehicle to conduct work; making student home visits; fast-paced work; constant interruptions; potential contact with blood borne pathogens and communicable diseases; and potential violence from unstable individuals.

PHYSICAL DEMANDS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; mobility to conduct work at school sites and other District facilities; lift/restrain/reposition/carry individuals to ensure safety; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

OTHER PHYSICAL DEMANDS: Respond to emergency/life-saving situations which could require rapid response that would necessitate running.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Network Superintendent, Middle Schools	REPORTS TO:	Chief of Schools
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 Days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief of Schools and in cooperation with other District administrators, the Middle Schools Network Superintendent is responsible for providing leadership for all of the assigned network schools aligning middle schools and other programs, and facilitating the integration of all District resources of assigned schools. In partnership with local community-based organizations and city/county agencies (police, social services, health, juvenile justice), facilitate the optimum use of resources to enable the academic and social emotional success of all students. The Network Superintendent ensures the use of effective instruction in every classroom for every student, every day; the development of safe and supportive schools; and the cultivation of student literacy necessary for success in college and career. The Network Superintendent is responsible for understanding the needs of the students, families, and the community of the assigned schools and implementing the best strategies for meeting those needs.

The Network Superintendent is responsible for supporting and leading efforts to turn around struggling schools and plays a critical leadership role in transforming each school to a full-service community school model, supporting the District's transition to a full-service community District. Duties will also 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 it is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Organizational Vision: Lead the development of a shared vision of academic excellence and social success and sustain focus on student outcomes.

- Ensure network vision is aligned with community and District goals and outcomes, as related to academic and social success.
- Ensure network principals share a common vision of community development and conditions required for academic achievement.
- Develop scorecard with specific goals and measures that reflects academic and social emotional success outcomes.

Community Resource Management: Lead activities associated with needs assessment, resource planning, and ongoing measurement of results. Perform activities in partnership with all community stakeholders, using best practices in family and community engagement.

- Build strong strategic partnerships with families, community leaders, local business leaders, and city/county leaders to build a network team to assist with the community-based resource management plan.
- Conduct needs assessment to understand the needs of students and the surrounding communities to provide support for ongoing academic and social emotional success.
- Conduct resource-mapping to identify resources and strengths within community to meet the needs of the network schools, students and families.
- Develop a plan that outlines how resources should be applied to meet the needs of the network schools, students and families. This plan includes the development of the scorecard and how to align and augment internal and external resources.
- Develop and execute funding strategy to bring additional revenue to assigned schools.
- Meet with parents, civic and community groups to explain and interpret matters relating to the educational programs and operations of the District.

Pathways Facilitation: Lead the analysis and programmatic response to ensure continuous support for students as they progress through their career as lifelong learners.

- Collaborate with Pre-K 5 and High Schools Network Superintendents to analyze the transition from Pre-K to K, elementary to middle school, and middle school to high school. Ensure that the resources and support exists to ensure that all students navigate the transitions successfully as part of a protected pathway throughout their District experience.
- Integrate data from pathways-analysis into network plans.

Tiered Support System for Students:

- Use the needs assessment to establish service offerings and the associated funding strategy to meet the various needs of at-risk students.
- Institutionalize ongoing measurement to track students and risk categories to formulate responses and to integrate them into the overall system of measurement and ongoing improvement.
- Use early warning systems that provide data on individual student progress to facilitate prevention and early intervention to reduce risk and promote student success.

Continuous Improvement and Ongoing Learning: Establish Continuous Process Improvement (CPI) protocols and professional development activities to institutionalize systems of rigorous accountability, ongoing measurement, and dynamic response to meet the challenges facing network schools to support students in their academic and social emotional success.

- Establish data systems and analyze protocols that focus on academic and social emotional outcomes and ongoing changes in delivery of services to impact those outcomes.
- Develop and implement network meeting agreements, processes and values to promote trust, collaboration, support, risk-taking, active reflection and inquiry, and sharing of best practices. This could be in the form of well-structured professional learning communities.
- Develop principal capacity to implement Results-Based Inquiry (RBI) cycles to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes.
- Increase principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning.
- Ensure sites implement professional development plans aligned with school/community/District goals based on student performance data and network scorecard targets.
- Ensure principals build and maintain structures and processes for regular and effective teacher collaboration.
- Institute ongoing process to measure progress based on network strategic plan and make necessary modifications.

Instructional Program Management: Ensure network principals manage instructional programs to enhance student achievement.

- Calibrate classroom instructional quality using learning walks with principals to elucidate their instructional vision and increase their capacity to provide direct and actionable feedback to staff.
- Approve and monitor the development and implementation of approved instructional programs to align with District goals, targets and strategic practices and projects.
- Approve and monitor the development and implementation of school-based intervention strategies and activities, including those beyond the regular school day and school year, to ensure effectiveness and alignment with goals and targets.
- Engage principals in collecting, observing and analyzing achievement data to surface questions, patterns, and/or gaps in the instructional program models at the school and regional network level.
- Ensure instructional programs and services are compliant with federal, state and/or District requirements.

Human Resources: Ensure optimal management and resourcing of network and school staff. Use supervision and evaluation to promote principals' performance.

- Supervise and support all middle school principals in the network.
- Ensure principals appropriately and effectively supervise and evaluate teachers and other school staff.
- Collaborate with Human Resources in interviewing and selecting principal candidates by using the District's principal selection process.
- Conference regularly with principals and assigned staff; provide direct feedback to principals and hold them accountable for performance and professional standards of practice; jointly develop improvement objectives to identify professional growth opportunities when necessary.
- Develop, monitor and support individualized growth plans for all principals in the network.
- Recommend position transfers, reassignments, terminations and disciplinary actions. Ensure principals appropriately and effectively supervise and evaluate teachers and other staff. Coordinate appropriate training as needed.

Financial and Resource Management: Ensure optimization and alignment of schools' resources and finances in accordance with site plan goals and objectives. Ensure schools' utilize material resources to ensure optimal learning environments.

- Assist principals to make strategic and compliant use of resources, including time, funding, grants, staffing, and technical support.
- Approve and monitor the development and implementation of the Local Control Accountability Plan (LCAP) to ensure compliant alignment of resources and strategic activities to achieve the climate/culture goals and targets.
- Monitor site budgets, enrollment, consolidations, class size reduction, and functioning of school site councils to ensure strategic, viable and compliant management.
- Manage network budget to support staff and provide professional development to achieve network goals and targets.
- Identify and communicate new revenue and resource opportunities through external partnerships, federal and state grants that are aligned with school and District goals and strategic practices.
- Convene regional network to collaborate on grant, funding, and community partnership opportunities.
- Ensure sites provide equitable access and service/program delivery in accordance with federal and state law.

Other Duties:

Collaborate with the Chief of Schools, other Network Superintendents and other District staff in supervising and monitoring the adoption, integrations, articulation and implementation of the middle school curriculum, including middle school level textbook adoption.

Plan and facilitate monthly staff and principal meetings, workshops and/or seminars; collaborate with fellow Network Superintendents to plan quarterly all principal meetings.

Participate in conferences, workshops and seminars to remain current trend and changes in education.

Participate in District-wide administrative meetings, attend Board meetings and prepares and presents reports to the Board as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree and seven years of progressively responsible experience in educational administration, including experience as a school principal.

An earned Doctorate in Educational Administration preferred

Demonstrated knowledge and application of effective middle school education principles, practices and trends

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Teaching Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope

Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry

Community and governmental institutions in the regional network

District resources and organization

Instructional programs, methods, and practices to accelerate student learning and achievement

Leadership development practices and effective supervision

California standards, curriculum frameworks and current research-based practices and trends

Adult learning principles and change-management theory

Effective professional development practices, including data-based inquiry

Formative and summative assessment instruments

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

ABILITY TO:

Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability

Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel

Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel

Promote team-building and shared responsibilities among administrative and professional personnel

Develop effective and actionable plans that integrate a complex set of analysis and resource decisions

Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work

Apply a systems approach to problem solving

Attract external funding to support a well thought-out plan

Develop effective working partnerships across all sectors of stakeholders in the community and local government

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

Support, monitor and evaluate instructional program effectiveness

Use data to develop and analyze action plans

Implement collaborative and team-building processes

Plan, implement and monitor high-leverage professional development

Facilitate dissent and conduct difficult and constructive conversations

Provide timely and actionable feedback

Manage and prioritize time effectively

Provoke, inspire and motivate people to make progress toward goals

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

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

Work effectively across diverse communities

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; school sites; driving a vehicle to conduct work; making student home visits; fast-paced work; constant interruptions; potential contact with blood borne pathogens and communicable diseases; and potential violence from unstable individuals.

PHYSICAL DEMANDS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; mobility to conduct work at school sites and other District facilities; lift/restrain/reposition/carry individuals to ensure safety; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

OTHER PHYSICAL DEMANDS: Respond to emergency/life-saving situations which could require rapid response that would necessitate running.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1651
Introduction Date:	08/13/2014
Enactment Number:	14-1506
Enactment Date:	8-13-14
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Network Superintendent, High Schools	REPORTS TO:	Chief of Schools
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 Days
ISSUED:	Created: August 2014	SALARY GRADE:	Contract

BASIC FUNCTION: Under the direction of the Chief of Schools and in cooperation with other District administrators, the High Schools Network Superintendent is responsible for providing leadership for all of the assigned network schools aligning high schools and other programs, and facilitating the integration of all District resources of assigned schools. In partnership with local community-based organizations and city/county agencies (police, social services, health, juvenile justice), facilitate the optimum use of resources to enable the academic and social emotional success of all students. The Network Superintendent ensures the use of effective instruction in every classroom for every student, every day; the development of safe and supportive schools; and the cultivation of student literacy necessary for success in college and career. The Network Superintendent is responsible for understanding the needs of the students, families, and the community of the assigned schools and implementing the best strategies for meeting those needs.

The Network Superintendent is responsible for supporting and leading efforts to turn around struggling schools and plays a critical leadership role in transforming each school to a full-service community school model, supporting the District's transition to a full-service community District. Duties will also 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 it is intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS

Organizational Vision: Lead the development of a shared vision of academic excellence and social success and sustain focus on student outcomes.

- Ensure network vision is aligned with community and District goals and outcomes, as related to academic and social success.
- Ensure network principals share a common vision of community development and conditions required for academic achievement.
- Develop scorecard with specific goals and measures that reflects academic and social emotional success outcomes.

Community Resource Management: Lead activities associated with needs assessment, resource planning, and ongoing measurement of results. Perform activities in partnership with all community stakeholders, using best practices in family and community engagement.

- Build strong strategic partnerships with families, community leaders, local business leaders, and city/county leaders to build a network team to assist with the community-based resource management plan.
- Conduct needs assessment to understand the needs of students and the surrounding communities to provide support for ongoing academic and social emotional success.
- Conduct resource-mapping to identify resources and strengths within community to meet the needs of the network schools, students and families.
- Develop a plan that outlines how resources should be applied to meet the needs of the network schools, students and families. This plan includes the development of the scorecard and how to align and augment internal and external resources.
- Develop and execute funding strategy to bring additional revenue to assigned schools.
- Meet with parents, civic and community groups to explain and interpret matters relating to the educational programs and operations of the District.

Pathways Facilitation: Lead the analysis and programmatic response to ensure continuous support for students as they progress through their career as lifelong learners.

- Collaborate with Pre-K 5 and Middle Schools Network Superintendents to analyze the transition from Pre-K to K, elementary to middle school, and middle school to high school. Ensure that the resources and support exists to ensure that all students navigate the transitions successfully as part of a protected pathway throughout their District experience.
- Integrate data from pathways-analysis into network plans.

Tiered Support System for Students:

- Use the needs assessment to establish service offerings and the associated funding strategy to meet the various needs of at-risk students.
- Institutionalize ongoing measurement to track students and risk categories to formulate responses and to integrate them into the overall system of measurement and ongoing improvement.
- Use early warning systems that provide data on individual student progress to facilitate prevention and early intervention to reduce risk and promote student success.

Continuous Improvement and Ongoing Learning: Establish Continuous Process Improvement (CPI) protocols and professional development activities to institutionalize systems of rigorous accountability, ongoing measurement, and dynamic response to meet the challenges facing network schools to support students in their academic and social emotional success.

- Establish data systems and analyze protocols that focus on academic and social emotional outcomes and ongoing changes in delivery of services to impact those outcomes.
- Develop and implement network meeting agreements, processes and values to promote trust, collaboration, support, risk-taking, active reflection and inquiry, and sharing of best practices. This could be in the form of well-structured professional learning communities.
- Develop principal capacity to implement Results-Based Inquiry (RBI) cycles to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes.
- Increase principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning.
- Ensure sites implement professional development plans aligned with school/community/District goals based on student performance data and network scorecard targets.
- Ensure principals build and maintain structures and processes for regular and effective teacher collaboration.
- Institute ongoing process to measure progress based on network strategic plan and make necessary modifications.

Instructional Program Management: Ensure network principals manage instructional programs to enhance student achievement.

- Calibrate classroom instructional quality using learning walks with principals to elucidate their instructional vision and increase their capacity to provide direct and actionable feedback to staff.
- Approve and monitor the development and implementation of approved instructional programs to align with District goals, targets and strategic practices and projects.
- Approve and monitor the development and implementation of school-based intervention strategies and activities, including those beyond the regular school day and school year, to ensure effectiveness and alignment with goals and targets.
- Engage principals in collecting, observing and analyzing achievement data to surface questions, patterns, and/or gaps in the instructional program models at the school and regional network level.
- Ensure instructional programs and services are compliant with federal, state and/or District requirements.

Human Resources: Ensure optimal management and resourcing of network and school staff. Use supervision and evaluation to promote principals' performance.

- Supervise and support all high school principals in the network.
- Ensure principals appropriately and effectively supervise and evaluate teachers and other school staff.
- Collaborate with Human Resources in interviewing and selecting principal candidates by using the District's principal selection process.
- Conference regularly with principals and assigned staff; provide direct feedback to principals and hold them accountable for performance and professional standards of practice; jointly develop improvement objectives to identify professional growth opportunities when necessary.
- Develop, monitor and support individualized growth plans for all principals in the network.
- Recommend position transfers, reassignments, terminations and disciplinary actions. Ensure principals appropriately and effectively supervise and evaluate teachers and other staff. Coordinate appropriate training as needed.

Financial and Resource Management: Ensure optimization and alignment of schools' resources and finances in accordance with site plan goals and objectives. Ensure schools' utilize material resources to ensure optimal learning environments.

- Assist principals to make strategic and compliant use of resources, including time, funding, grants, staffing, and technical support.
- Approve and monitor the development and implementation of the Local Control Accountability Plan (LCAP) to ensure compliant alignment of resources and strategic activities to achieve the climate/culture goals and targets.
- Monitor site budgets, enrollment, consolidations, class size reduction, and functioning of school site councils to ensure strategic, viable and compliant management.
- Manage network budget to support staff and provide professional development to achieve network goals and targets.
- Identify and communicate new revenue and resource opportunities through external partnerships, federal and state grants that are aligned with school and District goals and strategic practices.
- Convene regional network to collaborate on grant, funding, and community partnership opportunities.
- Ensure sites provide equitable access and service/program delivery in accordance with federal and state law.

Other Duties:

Collaborate with the Chief of Schools, other Network Superintendents and other District staff in supervising and monitoring the adoption, integrations, articulation and implementation of the high school curriculum, including high school level textbook adoption.

Plan and facilitate monthly staff and principal meetings, workshops and/or seminars; collaborate with fellow Network Superintendents to plan quarterly all principal meetings.

Participate in conferences, workshops and seminars to remain current trend and changes in education.

Participate in District-wide administrative meetings, attend Board meetings and prepares and presents reports to the Board as required.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

TRAINING, EDUCATION AND EXPERIENCE: a Master's degree and seven years of progressively responsible experience in educational administration, including experience as a school principal.

An earned Doctorate in Educational Administration preferred

Demonstrated knowledge and application of effective high school education principles, practices and trends

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential

Valid California Teaching Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope

Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry

Community and governmental institutions in the regional network

District resources and organization

Instructional programs, methods, and practices to accelerate student learning and achievement

Leadership development practices and effective supervision

California standards, curriculum frameworks and current research-based practices and trends

Adult learning principles and change-management theory

Effective professional development practices, including data-based inquiry

Formative and summative assessment instruments

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

ABILITY TO:

Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability

Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel

Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel

Promote team-building and shared responsibilities among administrative and professional personnel

Develop effective and actionable plans that integrate a complex set of analysis and resource decisions

Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work

Apply a systems approach to problem solving

Attract external funding to support a well thought-out plan

Develop effective working partnerships across all sectors of stakeholders in the community and local government

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

Support, monitor and evaluate instructional program effectiveness

Use data to develop and analyze action plans

Implement collaborative and team-building processes

Plan, implement and monitor high-leverage professional development

Facilitate dissent and conduct difficult and constructive conversations

Provide timely and actionable feedback

Manage and prioritize time effectively

Provoke, inspire and motivate people to make progress toward goals

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

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

Work effectively across diverse communities

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; school sites; driving a vehicle to conduct work; making student home visits; fast-paced work; constant interruptions; potential contact with blood borne pathogens and communicable diseases; and potential violence from unstable individuals.

PHYSICAL DEMANDS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; mobility to conduct work at school sites and other District facilities; lift/restrain/reposition/carry individuals to ensure safety; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

OTHER PHYSICAL DEMANDS: Respond to emergency/life-saving situations which could require rapid response that would necessitate running.

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.