


**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

May 27, 2015

<b>Legislative File</b>	
File ID Number:	15-0923
Introduction Date:	05/27/2015
Enactment Number:	15-0708
Enactment Date:	5/27/15
By:	

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Brigitte Marshall, Chief Talent Officer, Talent Development Division

SUBJECT: Approval of Job Descriptions- Early Childhood Education, Facilities, Office of the Chief Academic Officer

1. Director, Quality, Enhancement and Professional Development
2. Manager, Real Estate
3. Program Manager, CAO Special Projects

**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1415-1123, approving creation of the following job descriptions: Director, Quality, Enhancement and Professional Development, Early Childhood Education; Manager, Real Estate, Facilities; Program Manager, CAO Special Projects, Office of the Chief Academic Officer.

**BACKGROUND:**

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

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1415-1123, approving creation of the following job descriptions: Director, Quality, Enhancement and Professional Development, Early Childhood Education; Manager, Real Estate, Facilities; Program Manager, CAO Special Projects, Office of the Chief Academic Officer.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1415-1123**

- Early Childhood Education, Facilities, Office of the Chief Academic Officer -

**Approving Job Descriptions**

- Director, Quality, Enhancement and Professional Development, Manager, Real Estate, Program Manager, CAO Special Projects -

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves creation of the attached job descriptions: Director, Quality, Enhancement and Professional Development; Manager, Real Estate; and Program Manager, CAO Special Projects.

Passed by the following vote:

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

NOES: None

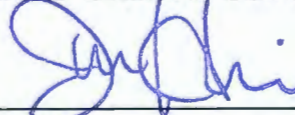
ABSTAINED: None

ABSENT: None

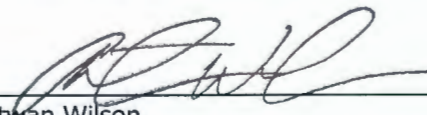
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held May 27, 2015.

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By:	<i>JS</i>

**OAKLAND UNIFIED SCHOOL DISTRICT**



James Harris  
President, Board of Education



Antwan Wilson  
Superintendent and Secretary, Board of Education

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By:	JB



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Quality, Enhancement and Professional Development</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Early Childhood Education</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: May 2015</b>	<b>SALARY GRADE:</b>	<b>CFAD 22</b>

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

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

### ESSENTIAL FUNCTIONS

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

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

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

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

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

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

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

Serve as Instructional Leader for instructional staff in ECE Program.

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

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

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

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

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

Monitor the implementation of District approved curricula in the classroom.

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

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

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

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

Work cooperatively with other component coordinators to plan education services.

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

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

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

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

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

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

Perform other duties, as may be required.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Early Childhood Education, Child Development or Education or related field. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Seven (7) years experience in Early Childhood Education or Elementary Education with at least five (5) years in Public Education and one (1) year as an Administrator

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

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

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

Advanced experience in planning and facilitating staff development

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

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

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

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Administrative Services Credential

Valid California Driver's License

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

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

Laws and regulations governing early childhood education programs

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

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

Curriculum design, planning, development, implementation and evaluation

Budget development and control

Grant writing/application process

Principles and practices of leadership, management, supervision and training

Utilization of various forms of assessment to guide and design instruction

Adult learning techniques

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

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

Planning, organization and coordination needed for assigned program

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

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

Large-scale student information data systems

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

Correct English usage, grammar, spelling, vocabulary and punctuation

Technology and computer software applications relative to education and administration

**ABILITY TO:**

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

Stimulate and motivate cooperative team efforts and provide leadership

Demonstrate initiative and work independently with little supervision

Work in a team environment

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

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

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

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

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

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

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

Learn and apply routine office policies and procedures

Identify strengths and needs for improvement of direct reports

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

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

Develop multiple options or solutions to reach goals

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

Meet schedules and timelines

Analyze situations accurately and adopt an effective course of action

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

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

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

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

Operate personal computer, related software, and other office equipment

**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:	<i>[Signature]</i>



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, Real Estate</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Facilities</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>261 days/ 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: May 2015</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under supervision of the assigned supervisor, manage, plan, organize, assign, and review activities including asset management, the planning and implementation of complex leases, property sales and acquisitions in accordance with the District master plan. Prepare and negotiate leases with the assistance of Legal Counsel. Develop and implement financing and marketing plans, policies and procedures.

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

### ESSENTIAL FUNCTIONS

Implement processes in support of facilities master plan and District strategy to acquire, manage and dispose of all real property holdings of the District, including but not limited to school and ancillary sites, multi-year leases, easements, rights-of-way, vacation of streets and alleys.

Manage internal and external stakeholder relationship expectations using robust planning processes, communications and service level agreements.

Recommend annual capital and operating expense budgets; manage resources to deliver services and projects within budget; analyze strategies for present facilities and operations and the financial viability of future projects as presented.

Drive and deliver real estate transactions and facility management project work in support of the facilities master plan and District strategy.

Lead and continuously improve policies, procedures and processes which deliver the real estate services needed to support the master plan and District strategy.

Develop, manage and implement lease agreements; ensure leases are current and at market rate.

Coordinate the obtaining of licenses, permits, easements, rights-of-way, and vacation of streets and alleys.

Manage District property not in use; maintain property title, assessment, tax and related records.

Oversee the analyses of proposals and studies by consultants, developers, and lessees with regard to the District's real property; direct and coordinate real estate transactions carried out by consultants under contract with the District.

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.

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.

Prepare analyses, complex reports, and resolutions for action necessary to implement the programs of the department and District.

Negotiate contracts and measures performance of real estate, facility management, and service providers.

Conduct real estate research, investigations, due diligence and evaluations of alternatives.

Communicate and coordinate with government agencies (successor to redevelopment) to facilitate potential development opportunities.

Ensure that functional policies, procedures, and practices are in place and rigorously followed.

Oversee the tracking and capture of developer fees for the District.

Inform supervisor of any critical issues that could impact the operation of the department and the District.

Remain up-to-date on current technology; attend training to ensure skill level in various technologies and knowledge in field of expertise are current.

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

Hire, train, motivate, develop, and evaluate staff; discipline and implement corrective actions as necessary.

Assess gaps and delivers training to staff as needed.

Provide cross training to department personnel.

Perform related duties as assigned.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** A Bachelor's degree from an accredited college or university in Real Estate, Business Administration, Urban Planning, Public Policy or related field.

Five (5) years of real estate experience working for a public agency or private real estate company performing duties such as land title, appraising, acquiring real property, relocating displaced occupants, managing real estate, land use planning, real estate research and evaluation or acquisition. At least two (2) years of experience must have been in a supervisory capacity.

### **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

Laws, regulations, and District policies pertinent to real estate transactions

Procedures for real estate appraisal, eminent domain actions, escrow, and title verification

Contract law and legal terminology involved in real estate transactions

Environmental laws and regulations affecting real estate transactions in California

Relocation assistance concepts and procedures

Administrative organization of the Oakland Unified School District

Legal bases and sources of finance of California public education

Laws, regulations, and District policies relative to the administration of consulting contracts

Basic principles of public purchasing, research, cost analysis and control, budgeting, and accounting,



Procedures and techniques of operation analysis, records development and management, and statistical analysis presentation

Planning, organization and coordination needed for assigned program

Microsoft Outlook, Word, Excel, and PowerPoint

Basic concepts and business applications of electronic data processing

Principles of public relations

Principles of training, employee evaluation, and employee relations

Concepts of progressive discipline

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:**

Coordinate a variety of technical activities in accordance with pertinent laws and regulations

Plan and direct multiple operations, delegate to subordinates, and evaluate operational effectiveness

Prepare and present reports and recommendations to the Board of Education and various public agencies

Prepare and review real estate contracts and other technical documents

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

Coordinate and review the appraisals of real property and improvements

Communicate effectively, both orally and in writing

Work effectively with owners and occupants of real property and their agents

Establish and maintain effective working relationships with others

Direct and participate in the training of technical and clerical personnel

Plan and organize work

Meet schedules and timelines

Analyze situations accurately and adopt an effective course of action

Work independently with little direction and as a team

Conduct meetings and make effective presentations

Make, support, and explain recommendations and decisions

Estimate project requirements and organize resources to meet goals and deadlines

Direct and evaluate staff training

Operate personal computer, related software, and other office equipment

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

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

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By:	OA



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, CAO Special Projects</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Office of the Chief Academic Officer</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: May 2015</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** The Special Projects Program Manager is responsible for planning and directing special projects for the Chief Academic Office. Under the supervision of the Chief Academic Officer, the Program Manager manages and coordinates the implementation of department projects and manages various department-related strategic and operational projects and initiatives. These projects will require collaboration across functional teams and departments throughout Oakland Unified School District.

Act as a liaison between the Chief Academic Officer and her direct reporting management team, aligning execution of goals, removing roadblocks, performing analysis and gathering research to facilitate effective decision-making, and ensuring communication and reporting are happening smoothly and consistently.

**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

#### Project Management

- Lead and take overall responsibility for planning, organizing, and directing long and short-term special projects, which potentially span across Chief Academic Office's functional areas across the District.
- Collaborate with Division leadership to determine which policies, practices and procedures impacting departmental success should be prioritized for engagement, review and updated/changed.
- Assist in the development of procedures, policies, record-keeping and duties related to overall management and administration of projects as required:
  - Develop critical path or project flow diagrams to evaluate progress on tasks.
  - Establish and communicate project schedules and milestones.
- Assist Division leadership and staff with root cause analysis and corrective action activities.
- Ensure designated projects produce required deliverables as proposed within specified constraints.
- Provide technical expertise, information and assistance to the Chief Academic Officer regarding assigned functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files.
- Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of the Chief Academic Office for conformance to District financial policies and procedures.
- Integrate change management framework and activities in strategic projects.

#### Communication

- Ensure ongoing monitoring of projects and provide updates on progress of projects to stakeholders-reports will include progress updates, problems, proposed solutions and whether the project is on schedule.
- Synthesize, translate and communicate complex topics and issues (including District policies and programs) to a wide range of audiences.

### **Strategic Planning and Division Leadership**

- Assist the Chief Academic Officer and Division leadership in identifying significant change opportunities via data collection, analysis and evaluation; and opportunities to support core business objectives by challenging conventional thinking and applying a customer-focused approach across processes.
- Convene, facilitate, and/or serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.
- Develop collaboration service delivery methods, teams and organizational structure in the context of increased effectiveness; encourage effective new practices and methods; assure coordination of divisional activities with other units and designated priorities, provide status reports on progress of priorities; contribute to Chief Academic Office improvement efforts.
- Manage the agenda for the management team and all Chief Academic Office staff, including off-site retreats to ensure communication and coordination between teams is as efficient as possible.
- Actively engage Division staff in support of the Department and District's mission to improve student achievement.
- Ensure staff assigned to projects is competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.

Perform related duties as assigned.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in Education, Business Administration or related field. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Three (3) years experience in project management or related field

Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis

Knowledge of both theoretical and practical aspects of project management preferred

Master's degree preferred.

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

Valid California Driver's License

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

### **KNOWLEDGE AND ABILITIES**

#### **KNOWLEDGE OF:**

Project management principles and methodologies

Organizational development and organizational change management principles and practices

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

Planning, organization and coordination needed for assigned program

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

Interpersonal skills using tact, patience and courtesy

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware and related technology

#### **ABILITY TO:**

Coordinate and supervise special projects, capital projects and consultant studies

Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations

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

Maintain confidentiality at all times

Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others.

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

Facilitate discussion and learning activities towards a clear end

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

Motivate and support adults to transform their practices

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

Set goals, work independently and drive results

Produce high quality work, including strong attention to detail

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

Adapt to feedback and focused on continuous improvement

Communicate effectively with other Departments and school sites

Learn new software applications and assist sites in using Academic database tools

Work as an integral member of a team

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.

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