

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

February 22, 2017

Legislative File	
File ID Number:	17-0234
Introduction Date:	02/22/2017
Enactment Number:	17-0261
Enactment Date:	2/22/17
By:	OD

TO: Board of Education

FROM: Devin Dillon, PhD, Interim Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation of Job Descriptions – Department, As Assigned

1. Director, Asian Pacific Islander Achievement
2. Director, Latino/Latina Achievement

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1617-0125 for the creation of Director, Asian Pacific Islander Achievement and Director, Latino/Latina Achievement job descriptions for Department, As Assigned.

BACKGROUND:

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

BUDGET IMPACT

None.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1617-0125 for the creation of Director, Asian Pacific Islander Achievement and Director, Latino/Latina Achievement job descriptions for Department, As Assigned.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1617-0125**

- Department, As Assigned -

Creation of Job Descriptions

- Director, Asian Pacific Islander Achievement and Director, Latino/Latina Achievement -

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

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

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


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

1. Director, Asian Pacific Islander Achievement
2. Director, Latino/Latina Achievement

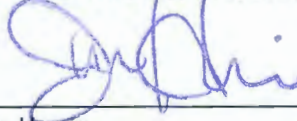
Passed by the following vote:

AYES: Aimee Eng, Jumoke Hinton Hodge, Jody London, Vice President Nina Senn, President James Harris
NOES: Shanthi Gonzales
ABSTAINED: None
ABSENT: Roseann Torres

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 February 22, 2017.

Legislative File	
File ID Number:	17-0234
Introduction Date:	02/22/2017
Enactment Number:	17-0261
Enactment Date:	02/22/2017
By:	


OAKLAND UNIFIED SCHOOL DISTRICT



James Harris
President, Board of Education



Devin Dillon, Ph.D.
Interim Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	17-0234
Introduction Date:	02/22/2017
Enactment Number:	17-0261
Enactment Date:	2/22/17
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Asian Pacific Islander Achievement (APIA)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 hours
ISSUED:	Created: February 2017	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Lead and collaborate in the development and implementation of a listening campaign to develop a set of strategic strategies, recommendations and professional development infrastructure that will create and support the conditions, culture and competencies needed to guide Asian Pacific Islander Achievement (APIA) in a Full Service Community School District. Collaborate and work with Lead Instructors and APIA team members who provide direction, services, and professional development focused on Asian Pacific Islander achievement. Effectively communicate unit strategy/goals/timeline and progress to staff, department heads and Deputy Chief of Equity.

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

ESSENTIAL FUNCTIONS:

Collaborate with Network Superintendents to coordinate and align cross-departmental leadership supports for Asian Pacific Islander Achievement, Student Services and Post Secondary Readiness.

Working with the Deputy Chief of Equity collaborate with Deputy Chief of Teaching & Learning, Academic and Social Emotional Learning, Post Secondary Readiness and Continuous School Improvement Leadership and staff to align budget and prioritize spending to meet goals outlined in the District's strategic focus.

Support the collaborative development of transparent and effective systems of communication within OUSD departments, schools and communities.

Program Design and Implementation

Implement instructional activities that contribute to a culture and climate where instructors are actively engaging students in meaningful learning experiences.

Identify, select, and adapt instructional resources for APIA Lead Instructors to meet the needs of students with varying backgrounds, learning styles, and special needs.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of APIA and Voluntary Resolution Plan (VRP), and assist the Deputy Chief and Program Managers in grant writing to sustain APIA and VRP work across OUSD.

Assist with completing reporting requirements for funders and other internal and external entities related to APIA.

Work with APIA Lead Instructors to provide a positive environment in which students are encouraged to be actively engaged in the learning process.

Recruit, screen, train and support APIA Lead Instructors that provide and supervise opportunities for students to demonstrate individually and in groups the skills, talent and work produced in the classroom; encourage creative thinking with challenging classroom projects by providing a balanced and rigorous instructional program involving demonstrations, lectures, discussions, and student experiments; organize activities and procedures for optimum learning.

Ensure that APIA Lead Instructors plan and conduct activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to observe, question, investigate, analyze, synthesize and hypothesize in the course of their studies and everyday lives.

Develop, revise and maintain clear criteria and standards for quality work and examine student work regularly to ensure that it meets increasingly higher standards of quality.

Conduct and organize, with APIA Lead Instructors, on-going assessments of student performance using multiple assessment tools including standardized tests, performance assessments, anecdotal records, portfolios, and individualized assessments as appropriate; develop plans for student improvement where necessary; ensure student growth and achievement is continuous and appropriate for age group.

Work with APIA Lead Instructors to use research-based best practices in the classroom to engage students and drive student achievement.

Partner with APIA Lead Instructors to establish and maintain standards of pupil behavior needed to provide an orderly, productive classroom environment.

Ensure that APIA Lead Instructors observe, evaluate, and document students' performance, behavior, social development and physical health.

Engage APIA Lead Instructors to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems; collaborate with peers to enhance the instructional environment.

Enforce all administration policies and rules governing students.

Collaborate with APIA Lead Instructors to maintain accurate and complete student records as required by laws, District policy and administrative regulations.

Work with APIA Lead Instructors to utilize technology to enhance student learning.

Ensure APIA Lead Instructors create a productive and positive learning environment that reflects the values and expectations of the program, teachers, mentors, and families.

Engage families as partners in the educational process; provide ongoing communication to families, which include, but are not limited to, in-depth written reports containing assessment data, classroom observations and individual progress reports; regularly collect and organize samples of students' work to share with families.

Conduct formal conferences with parents for the purpose of sharing assessments, student work, and recommendations.

Establish and maintain cooperative working relationships with students, parents, and schools.

Participate actively in professional development sessions on data analysis, family and community involvement, best practices for instruction, curriculum development and moving the mission and vision from theory to practice.

Maintain professional competence through active participation in in-service educational workshops and self-selected professional development opportunities.

Create a productive and positive learning environment by modeling professional and ethical standards of behavior for students, parents, peers and the community.

Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules and coordinating community events and parent meetings.

Personnel Management

Plan, organize, manage, direct, supervise, and support APIA school teams with the overall goal of providing aligned support to schools and families.

Manage, support development of, and evaluate assigned staff.

General

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

The Community School philosophy and implementation strategy

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

Utilization of various forms of assessment and data analysis in program design and management

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

Building partnerships and collaboration with individuals, departments, agencies, and institutions

Interpersonal skills emphasizing tact, patience, courtesy and respect

Facilitation techniques

Building capacity of adults to function in new systems

Facilitation to foster new behaviors and practices in challenging contexts

Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

Use and application of computer software, hardware, and related technology

ABILITY TO:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Meet District standards of professional conduct as outlined in Board Policy

Recognize, research, access and analyze management challenges; adopt appropriate plans of action

Identify funding, develop funding proposals and write grants

Prepare and monitor program budget to ensure fiscal responsibility

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

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

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's degree from an accredited college or university in education, sociology or related field

Five (5) year of progressively responsible experience required including five years of experience in a leadership or management position.

Master's or advanced degree in education, sociology or related field preferred

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, facilitation, and coaching

Experience in educational counseling, developing school culture and climate, and developing social emotional skills

Experience developing and facilitating community partnerships preferred

Experience with Cultural Humility, Culturally Responsive Pedagogy and Youth Development preferred

School-site administrative experience required; experience supervising and securing professional development resources preferred; business management experience preferred; experience recruiting and retaining talent and support preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact with blood and other body fluids; potential contact with blood borne pathogens and communicable diseases

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:	17-0234
Introduction Date:	02/22/2017
Enactment Number:	17-0261
Enactment Date:	2/22/16
By:	OS



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Latino/a Achievement (LA)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 Days / 7.5 hours
ISSUED:	Created: February 2017	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Lead and collaborate in the development and implementation of a listening campaign to develop a set of strategic strategies, recommendations and professional development infrastructure that will create and support the conditions, culture and competencies needed to guide Latino/a Achievement (LA) in a Full Service Community School District. Collaborate and work with Unity Council's Latino Men and Boys (LMB) Lead Instructors and LA team members who provide direction, services, and professional development focused on Latino achievement. Effectively communicate unit strategy/goals/timeline and progress to staff, department heads and Deputy Chief of Equity.

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

ESSENTIAL FUNCTIONS:

Collaborate with Network Superintendents to coordinate and align cross-departmental leadership supports for Latino achievement, LMB, Student Services and Post Secondary Readiness.

Working with the Deputy Chief of Equity collaborate with Deputy Chief of Teaching & Learning, Academic and Social Emotional Learning, Post Secondary Readiness and Continuous School Improvement leadership and staff to align budget and prioritize spending to meet goals outlined in the District's strategic focus.

Support the collaborative development of transparent and effective systems of communication within OUSD departments, schools and communities.

Program Design and Implementation

Implement instructional activities that contribute to a culture and climate where instructors are actively engaging students in meaningful learning experiences.

Identify, select, and adapt instructional resources for LA Lead Instructors to meet the needs of students with varying backgrounds, learning styles, and special needs.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of LA and Voluntary Resolution Plan (VRP), and assist the Deputy Chief and Program Managers in grant writing to sustain LA and VRP work across OUSD.

Assist with completing reporting requirements for funders and other internal and external entities related to LA.

Work with LMB Lead Instructors to provide a positive environment in which students are encouraged to be actively engaged in the learning process.

Recruit, screen, train and support LA Lead Instructors that provide and supervise opportunities for students to demonstrate individually and in groups the skills, talent and work produced in the classroom; encourage creative thinking with challenging classroom projects by providing a balanced and rigorous instructional program involving demonstrations, lectures, discussions, and student experiments; organize activities and procedures for optimum learning.

Ensure that LA Lead Instructors plan and conduct activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to observe, question, investigate, analyze, synthesize and hypothesize in the course of their studies and everyday lives.

Develop, revise and maintain clear criteria and standards for quality work and examine student work regularly to ensure that it meets increasingly higher standards of quality.

Conduct and organize, with LA Lead Instructors, on-going assessments of student performance using multiple assessment tools including standardized tests, performance assessments, anecdotal records, portfolios, and individualized assessments as appropriate; develop plans for student improvement where necessary; ensure student growth and achievement is continuous and appropriate for age group.

Work with LA Lead Instructors to use research-based best practices in the classroom to engage students and drive student achievement.

Partner with LA Lead Instructors to establish and maintain standards of pupil behavior needed to provide an orderly, productive classroom environment.

Ensure that LA Lead Instructors observe, evaluate, and document students' performance, behavior, social development and physical health.

Engage LA Lead Instructors to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude and learning problems; collaborate with peers to enhance the instructional environment.

Enforce all administration policies and rules governing students.

Collaborate with LA Lead Instructors to maintain accurate and complete student records as required by laws, District policy and administrative regulations.

Work with LA Lead Instructors to utilize technology to enhance student learning.

Ensure LA Lead Instructors create a productive and positive learning environment that reflects the values and expectations of the program, teachers, mentors, and families.

Engage families as partners in the educational process; provide ongoing communication to families, which include, but are not limited to, in-depth written reports containing assessment data, classroom observations and individual progress reports; regularly collect and organize samples of students' work to share with families.

Conduct formal conferences with parents for the purpose of sharing assessments, student work, and recommendations.

Establish and maintain cooperative working relationships with students, parents, and schools.

Participate actively in professional development sessions on data analysis, family and community involvement, best practices for instruction, curriculum development and moving the mission and vision from theory to practice.

Maintain professional competence through active participation in in-service educational workshops and self-selected professional development opportunities.

Create a productive and positive learning environment by modeling professional and ethical standards of behavior for students, parents, peers and the community.

Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules and coordinating community events and parent meetings.

Personnel Management

Plan, organize, manage, direct, supervise, and support all strategic activities, collaborations and programs that come out of the listening campaign.

Manage, support development of, and evaluate assigned staff.

General

Perform other related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

The Office of Equity philosophy and implementation strategy

Current trends in community schools, public education, youth development, and family systems

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

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

District educational initiatives and programs

Response to Intervention Framework

Common Core Standards

Social emotional skills and standards

Definition, framework, and support of positive school culture

Preventative student behavior and attendance strategies

Utilization of various forms of assessment and data analysis in program design and management

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

Building partnerships and collaboration with individuals, departments, agencies, and institutions

Interpersonal skills emphasizing tact, patience, courtesy and respect

Facilitation techniques

Building capacity of adults to function in new systems

Facilitation to foster new behaviors and practices in challenging contexts

Building authentic and trusting relationships

Correct English usage, grammar, spelling, vocabulary and punctuation

Data entry, report writing and record-keeping techniques

Presentation, communication, and public speaking techniques

Use and application of computer software, hardware, and related technology

ABILITY TO:

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Meet District standards of professional conduct as outlined in Board Policy

Recognize, research, access and analyze management challenges; adopt appropriate plans of action

Identify funding, develop funding proposals and write grants

Prepare and monitor program budget to ensure fiscal responsibility

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

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

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

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

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

Plan, coordinate and supervise the work of others

Manage competing priorities and time

Operate personal computer, related software, and other office equipment

PREREQUISITES

Bachelor's degree from an accredited college or university in education, sociology or related field

Five (5) year of progressively responsible experience required including five years of experience in a leadership or management position

Master's or advanced degree in education, sociology or related field preferred

Experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building the capacity of adults, leadership development, facilitation, and coaching

Experience in educational counseling, developing school culture and climate, and developing social emotional skills

Experience developing and facilitating community partnerships preferred

Experience with Cultural Humility, Culturally Responsive Pedagogy and Youth Development preferred

School-site administrative experience required; experience supervising and securing professional development resources preferred; business management experience preferred; experience recruiting and retaining talent and support preferred

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; potential contact with blood and other body fluids; potential contact with blood borne pathogens and communicable diseases

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.