

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

November 13, 2019

Legislative File	
File ID Number:	19-2208
Introduction Date:	11/13/2019
Enactment Number:	19-1638
Enactment Date:	11/13/19 If
By:	

TO: Board of Education

FROM: Kyla Johnson-Trammell, Superintendent
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Approval of Creation of Job Description - Coordinator, Literacy

Creations:

1. Coordinator, Literacy.

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1920-0145, Creation of Job Description - Coordinator, Literacy.

DISCUSSION

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

Creation:

Job Description/Position/Title/FTE
Coordinator, Literacy
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 17
Range: \$ 89,823.45 – 114,640.05
10 months, 227 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. The job description is being created to replace an existing position with the same compensation.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1920-0145, Creation of Job Description - Coordinator, Literacy.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1920-0145**

- Creation of Job Description - Coordinator, Literacy -

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 description aligns 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 determines that the following positions are created or revised as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., November 13, 2019, as follows:

Creation:

Job Description/Position/Title/FTE
Coordinator, Literacy
(As Assigned) (1.0 FTE)

Salary Schedule/Range

Salary Schedule: A227 17
Range: \$ 89,823.45 – 114,640.05
10 months, 227 days, 7.5 hours (FT)

FISCAL IMPACT

There is no fiscal impact. The job description is being created to replace an existing position with the same compensation.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of job descriptions as so stated above.

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jumoke Hinton Hodge, Gary Yee, Roseann Torres, Shanthi Gonzales, James Harris and Vice President Jody London

NOES: None

ABSTAINED: None

RECUSE: None

ABSENT: Student Directors Mica Smith-Dahl and Denilson Garibo and President Aimee Eng

CERTIFICATION

We 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 on November 13, 2019.

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OAKLAND UNIFIED SCHOOL DISTRICT



Aimee Eng
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, Literacy	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: September 2019	SALARY GRADE:	A227 Range 17

BASIC FUNCTION: Under direction of Director, Literacy, manage the overall operations of the District’s K-12 Literacy (ELA and History) program to promote and support the District’s strategic plan to ensure all students are college and career ready.

REPRESENTATIVE DUTIES: (Incumbent 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 are intended to accurately reflect the principal job elements).

ESSENTIAL FUNCTIONS:

Coordinate the development of a cohesive District Literacy curriculum strategy that guides the K-12 implementation of Literacy instruction.

Manage all program related databases ensuring that data collection, reporting, and dissemination is handled efficiently, accurately, and timely.

Develop a coaching protocol for effective delivery of instruction for assigned area.

Coordinate the development, preparation, and implementation of a variety of online, in-person, and hybrid formats of professional learning opportunities for District personnel and interested parties targeting the department’s focus areas.

Manage the central ELA and History content, including but not limited to, planning and facilitating with Linked Learning and other District central leaders the design and re-organization of various departments’ work streams to support the Literacy strategy.

Collaborate with central ELA and History content teams in the development and implementation of the District’s core academic program (curriculum, instruction, and assessment) in alignment with the Common Core State Standards, California History-Social Studies Framework, English Language Development Standards, Social-Emotional Learning standards, and Equity Framework.

Collaborate with department staff to align, monitor, and evaluate the operational systems and processes relevant to the Literacy content, including particularly management of instructional materials and assessment.

Provide training, technical assistance, coaching, and mentoring to District staff to facilitate ELA and History curriculum implementation.

Assist with textbook adoption, if applicable, coordinate District events related to focus areas, as applicable.

Support supervisor with grant funding activities, such as completion of program evaluations. Establish and maintain

partnerships with community stakeholders and organizations.

Mentor, and support teachers and coaches to improve current teaching practices.

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.

Travel to sites, when needed.

Provide cross-training to other staff within the department.

Perform related duties as assigned.

QUALIFICATIONS:

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

KNOWLEDGE OF:

California Department of Education frameworks governing scope of work such as: Literacy curriculum strategies, Common Core State Standards, California History-Social Studies Framework, English Language Development Standards, Multi-Tiered Systems of Support, Full Service Community Schools

Literacy strategies and practices

Current District curriculum and school instructional programs

Cognitive Coaching Curriculum

Adult learning theory

Strategic direction of the District

Utilization of various forms of assessment to guide and design instruction

Culturally responsive pedagogy

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

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

Various District bargaining unit contracts related to employee evaluation

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

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITIES TO:

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

Interpret District collective bargaining contract language

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

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Communicate effectively in English orally and in writing

Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

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

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

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

Meet District standards of professional conduct as outlined in Board Policy

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

Supervise, coach, and evaluate assigned personnel

Operate personal computer, related software, and other office equipment

PREREQUISITES

A Bachelor's degree from an accredited college or university

Five (5) years teaching experience including content instruction, and relevant program leadership or administrative experience

Master's degree preferred

Bilingual skills preferred

Valid California Administrative Services Credential

Valid California Teaching Credential with English Learner authorization^{SEP}

Valid California Driver's License

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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



SECTION 1: JOB DESCRIPTION CHECKLIST for MANAGEMENT ROLE

The Job Description (JD) Checklist ensures all pertinent steps have been completed at the District for every JD. Send this checklist or any questions to Martin E. Mitchell, martin.mitchell@ousd.org or 510.879.8841.

	Today's Date _____	
Classification Title _____	Draft _____	Final _____
Final Working Job Title (if different) _____	Time Type _____	
Hiring Department/Sponsor _____	Full-time _____	
Hiring Manager's Name _____	Part-time _____	
Hiring Manager's Title _____	Temporary _____	
	Student or Intern _____	
Bargaining Unit _____	Default Hours _____/wk	
Final Salary Range _____	Amounts _____ to _____	
Final Date of Job Description _____	Exempt _____	Non-Exempt _____
Proposed Board Meeting Date _____	FLSA Exemption _____	
Board Agenda Deadline _____	(Attach applicable Exemption Checklist)	
	Classification _____	
	If classification supervises others, indicate which type(s) of employees are supervised:	
	Certificated _____	Classified _____
	Does not supervise others _____	

Steps Completed

Item	Description	Check if Completed	Indicate Date Completed
1.	Draft JD received from Hiring Manager	_____	_____
2.	Justification for JD received from Hiring Manager – see Section 2	_____	_____
3.	Meet and Confer session Union feedback: Approved _____ Not approved _____	_____	_____ (Meet and Confer Date)
4.	Submitted final JD to Talent Business Manager	_____	_____
5.	Board of Education decision Approved Resolution ID _____ Not approved _____ No decision _____	_____	_____ (Board Meeting Date)
6.	Funding source _____ (Incl. Funding Source Name - Resource No. - Site No.)	_____	_____
7.	Escape Job Class _____	_____	_____
8.	Date that last step is completed: _____ Classification Staff Initials _____ New Revision Reclassification No change	_____	_____

Other Comments:

Last Updated 10.26.18

