


**OAKLAND UNIFIED SCHOOL DISTRICT**

Office of the Superintendent of Schools

April 22, 2015

<b>Legislative File</b>	
File ID Number:	15-0683
Introduction Date:	04/22/2015
Enactment Number:	15-0517
Enactment Date:	4/22/15
By:	

TO: Board of Education

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

SUBJECT: Approval of Job Descriptions – Teaching and Learning and Programs for Exceptional Children Departments

- Deputy Chief, Teaching and Learning
- Director of Schools, Programs for Exceptional Children
- Program Manager, PEC Special Projects
- Program Manager, District Library Services

**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1415-1107, approving creation of the following job descriptions: Deputy Chief, Teaching & Learning; Director of Schools, Programs for Exceptional Children; Program Manager, PEC Special Projects; and Program Manager, District Library Services for the Teaching and Learning and Programs for Exceptional Children Departments.

**BACKGROUND:**

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 a new job description for a position in Teaching and Learning and Programs for Exceptional Children so the departments can complete their assigned work.

1. Deputy Chief, Teaching and Learning
2. Director of Schools, Programs for Exceptional Children
3. Program Manager, PEC Special Projects
4. Program Manager, District Library Services

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1415-1107, approving creation of the following job descriptions: Deputy Chief, Teaching & Learning; Director of Schools, Programs for Exceptional Children; Program Manager, PEC Special Projects; and Program Manager, District Library Services for the Teaching and Learning and Programs for Exceptional Children Departments.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1415-1107**

- Teaching and Learning and Programs for Exceptional Children Departments -

**Approving Job Description**

- Deputy Chief, Teaching & Learning; Director of Schools, Programs for Exceptional Children; Program Manager, PEC Special Projects; and Program Manager, District Library Services -

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**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 creation of the following job descriptions: Deputy Chief, Teaching & Learning; Director of Schools, Programs for Exceptional Children; Program Manager, PEC Special Projects; and Program Manager, District Library Services, attached hereto, and confirms said job description's placement on the salary schedule/range or employment contracts, as stated.

Passed by the following vote:

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

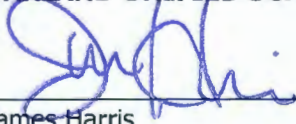
NOES: None

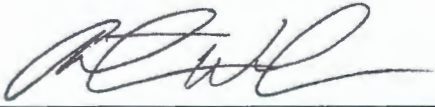
ABSTAINED: None


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 April 22, 2015.

**OAKLAND UNIFIED SCHOOL DISTRICT**

  
\_\_\_\_\_  
James Harris  
President, Board of Education

  
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Antwan Wilson  
Superintendent and Secretary, Board of Education

<b>Legislative File</b>	
File ID Number:	15-0683
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By:	

Legislative File	
File ID Number:	15-0683
Introduction Date:	04/22/15
Enactment Number:	15057
Enactment Date:	4/22/15
By:	O.A.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Deputy Chief, Teaching and Learning</b>	<b>REPORTS TO:</b>	<b>Chief Academic Officer</b>
<b>DEPARTMENT:</b>	<b>Teaching and Learning</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>227 days</b>
<b>ISSUED:</b>	<b>Created: March 2015</b>	<b>SALARY GRADE:</b>	<b>CFAD 25</b>

**BASIC FUNCTION:** Under the direction of the Chief Academic Officer, the Deputy Chief of Teaching and Learning is responsible for providing leadership and direction for the planning, implementation and assessment of academic services for the District, including but not limited to, curriculum, instruction and assessment programs, and professional development. The incumbent ensures the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services.

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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

### ESSENTIAL FUNCTIONS

Collaborate with District administrators, department personnel, and other interested parties to coordinate activities and initiatives, resolve issues and conflicts, exchange information, and ensure proper implementation and communication of curriculum and professional development activities with the appropriate instructional personnel.

Provide leadership and technical expertise regarding assigned function; formulate and develop policies and procedures; develop and evaluate resources, curriculum and professional development aligned to academic improvement targets including disaggregated group of students.

Develop and manage partnerships with local and national organizations specializing in curriculum, leadership and instruction; monitor inter-agency agreements.

Direct the selection and development of assessments in core curriculum areas.

Direct the development, evaluation and revision of curriculum and instruction, and assume responsibility for the implementation of approved programs; coordinate and articulate curriculum among and between grades.

Demonstrate and develop high academic and behavioral expectations, collaborative planning and program development, responsive management, and personal accountability.

Establish an appropriate framework for curriculum documents, procedures and criteria for the evaluation of curriculum, and a schedule for curriculum planning, implementation, and evaluation; provide leadership in curriculum planning, implementation, and evaluation activities within the established schedule.

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).

Provide leadership in developing plans for instructional research, pilot studies for curriculum, instruction, technology and new courses of study.

Establish procedures for the evaluation and selection of instructional resources.

Assess results of programs and address areas that need improvement.

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 the other members of the administrative and supervisory staff to conduct classroom visitations to assess program implementation, instructional effectiveness, and student participation and performance.

Maintain a District schedule for grade level articulation meetings, program assessment, curriculum development, and professional development activities to guide staff and avoid conflicts with other initiatives.

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

Facilitate and support the continuous improvement of Professional Learning Communities.

Coordinate the development of departmental objectives, performance benchmarks, timelines and reports.

Submit grant applications, program plans, corrective action plans, and staff performance reports on time and in accordance with statute, regulation and board policy.

Organize/chair and attend a variety of meetings, trainings and collaborative sessions to share best practices and disseminate knowledge with interested parties such as city and county agencies, judicial and law enforcement agencies, business and industry partners, and institutions of higher education.

Provide leadership in the interpretation and implementation of federal, state, local, and District legal mandates and regulations to ensure the District's compliance.

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

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

Review and recommend language to the Board, Superintendent, and Chief Academic Officer concerning legislation to address the needs of all students; recommend additions and/or revisions in policy, regulations, and procedures to the Chief Academic Officer for review and/or Board of Education adoption.

Present department objectives, program plans, and performance reports to the Chief Academic Officer, the Board of Education, and the community at large.

Maintain a positive, collaborative working relationship with students, parents, district and school staff, and community agencies.

Establish open communications and serve as the liaison between community agencies, District administrators, department staff and schools.

Continue to grow professionally through research, graduate studies and collaboration with colleagues.

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 in Curriculum, Teaching and Learning, Educational Leadership, Education Administration or related field required.

Five (5) 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)

Three (3) 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 English Learners

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

Ph.D. 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:**

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:**

Provide leadership for all facets of Teaching and Professional Development within established guidelines

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 environment and school and classroom 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:	15-0683
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Enactment Number:	15-0577
Enactment Date:	4/22/15
By:	<i>[Signature]</i>



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director of Schools</b>	<b>REPORTS TO:</b>	<b>As Assigned</b>
<b>DEPARTMENT:</b>	<b>Programs for Exceptional Children (PEC)</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: April 2015</b>	<b>SALARY GRADE:</b>	<b>ADCL 18</b>

**BASIC FUNCTION:** Under minimal supervision, coordinate the development and implementation of Special Education programs; provide for the supervision and staff development of staff; monitor budget; develop policies, procedures, and processes to evaluate programs and staff; ensure compliance with all relevant laws and regulations; support site administration and networks. Address new trends and ideas in Special Education transformation.

**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 the Programs for Exceptional Children (PEC) Leadership to guide the development and implementation of short-range and long-range plans for achieving special education goals and objectives in alignment with the PEC and the District's strategic plan.

Direct special education services for all students with disabilities and ensure that students have access to the core curriculum.

Lead staff development efforts appropriate to the needs of Special Education staff, general education staff, administrative staff, and parents.

Coordinate Special Education programs, policies and procedures, consistent with the school policy, and state and federal law and rule.

Monitor the development and implementation of all aspects of the special education program process; accountable for the overall effectiveness of the Special Education programs and services.

Prepare and present reports to District leadership, board of directors and others concerning the strengths, needs and proposed changes within the Special Education programs.

Collaborate with school-based administrators and central office administrators regarding the discipline of students with disabilities.

Resolve conflicts or disputes by directing the investigation of complaints or allegations; represent the school in conciliation, mediation, arbitration and/or due process hearings; facilitate and/or participate in all matters of dispute resolution with the California Department of Education and the Office for Civil Rights pertaining to students with disabilities.



Collaborate with private and public agencies to assure appropriate community services to prevent duplication of efforts between agencies, and to facilitate successful interventions for children and families.

Determine appropriate staffing allocations, in compliance with budget, current law or rule and effectively make annual staffing recommendations to the Administrators.

Develop and maintain an effective communication system among Special Education staff, supervisory staff, general education staff, building Principals, other agency staff, parents, and members of the community.

Participate in appropriate district-wide committees for the purpose of ensuring collaboration in implementation of school-wide goals regarding curriculum and instruction for all students.

Interview and hire PEC staff members; supervise and evaluate all daily activities of staff members relative to assigned tasks; reassign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.

Plan, implement and facilitate professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.

Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities within PEC and the District.

Plan and implement professional development for PEC staff; involve staff in continuous improvement through self-evaluation and goal setting.

Assist the Talent Development Division with screening and interviewing special education applicants as needed.

Perform other duties as assigned.

#### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Any combination of education, training and/or experience equivalent to: a Master's degree in Education Administration, Special Education or related field.

Five (5) years of directly related progressively responsible experiences with two (2) years of administrative experience in Special Education

Experience as a supervisor, curriculum advisor and/or due process compliance officer desired

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

Valid California Administrative Services Credential

California teaching Credential authorizing services in special education is preferred

Valid California Driver's License

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

#### **KNOWLEDGE AND ABILITIES**

##### **KNOWLEDGE OF:**

Effective leadership management, a supervision and team-building

Evidence-based best practice and instructional methodologies

Principles and techniques of budget preparation

Principles and practices of administration, supervision, and training

Curriculum for Special Education programs

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

##### **ABILITY TO:**

Work collaboratively with principals to implement and monitor special education programs

Work in a supportive, collaborative role with staff in all departments and offices

Interface with other departments to coordinate reciprocal services for achieving special education goals

Interpret and remain current on all federal, state, and local mandates for special education and Section 504 services

Ensure that the District is in compliance

Keep confidentiality information of discretely and professionally

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

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Address new trends and ideas in Special Education and Special Education transformation

Operate personal computer and related software

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office, diverse school site and classroom environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; walking on uneven terrain, play yards and school grounds; lifting, carrying, pushing, and pulling objects up to 50 pounds, occasionally 50+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write, use a computer; use educational materials, books and other printed materials, with or without vision aids; seeing to monitor students; hearing and speaking in audible tones to exchange information in normal classrooms, outdoors, in person or on the telephone.

**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:	15-0683
Introduction Date:	04/22/15
Enactment Number:	15-0517
Enactment Date:	4/22/15
By:	O.R.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, PEC Special Projects</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Programs for Exceptional Students (PEC)</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: April 2015</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** The PEC Special Projects Program Manager plans, organizes, controls and directs special projects and general administrative duties. The Program Manager manages and coordinates the implementation of department projects and manages various PEC related strategic and operational projects/initiatives. These projects/initiatives will require collaboration across functional teams and departments.

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

### ESSENTIAL FUNCTIONS:

Plan, organize, control and direct special projects related to PEC functions including, but not limited to, the implementation of the PEC Strategic Plan initiatives.

Collaborate with PEC Leadership to determine which policies, practices and procedures impacting PEC success should be prioritized for engagement, review and updated/changed.

Lead and take overall responsibility for planning projects which potentially span across PEC functional areas and the District.

Assist in the development of procedures, policies, record-keeping and duties related to overall administration of projects as required; develop critical path or project flow diagrams to plan, set and evaluate progress on projects tasks.

Assist PEC Leadership and staff with root cause analysis and corrective action activities.

Plan, prepare, and communicate schedules and progress records of project activities and expenditures, and assist others in establishing project schedules and milestones.

Ensure designated projects produce required deliverables as proposed within specified constraints.

Provide technical expertise, information and assistance to PEC Leadership regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise the Deputy Chief, PEC of unusual trends or problems and recommend appropriate corrective action.

Plan, organize and implement long- and short-term projects and activities designed to develop assigned programs and services.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities.

Make presentations to PEC staff; convene PEC Leadership and staff to discuss District operations, services and issues.

Develop collaborative 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 PEC improvement efforts.

Advise the Deputy Chief, PEC on regulations, policies and procedures; serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.

Facilitate and coordinate District operations to involve staff in providing support and participation in support of the Department and District's mission; support the PEC Deputy Chief goals to involve staff in working to assure student achievement.

Provide direction, coordination and support of special projects related to the financial planning, budgeting process, and expenditure reporting as required for internal management of PEC as necessary for conformance to District financial policies and procedures.

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.

Assist the Deputy Chief and PEC Leadership in identifying significant change opportunities supporting PEC core business objectives via data collection, analysis and evaluation, challenging conventional thinking and applying a customer focused approach across processes.

Ensure on-going 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.

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, Social Work, Public 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 closely related field in an urban education environment, preferably Special Education

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

Multiple project management methodologies

Organizational development 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 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

Maintain confidentiality at all times

Interpret and incorporate District policies and procedures into practice

Translate operational needs and requirements to others

Understand and interpret policies and procedures and be able to explain them to others

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

Facilitate discussion and learning activities towards a clear end

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

Implement plans and evaluate their outcomes

Motivate and support adults to transform their practices

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

Set goals, work independently and drive results

Produce high quality work, including strong attention to detail

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

Solve complex problems and think boldly to maximize new opportunities using a data-driven approach

Analyze situations accurately, and adopt an effective course of action

Adapt to feedback and focused on continuous improvement

Communicate effectively in English orally and in writing

Learn new software applications and assist sites in using PEC 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; exposure to a variety of childhood and adult diseases and illnesses

**PHYSICAL REQUIREMENTS:**

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

**NON-DISCRIMINATION POLICY:**

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By:	O.S.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, District Library Services</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Teaching and Learning</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: April 2015</b>	<b>SALARY GRADE:</b>	<b>ADCL 15</b>

**BASIC FUNCTION:** Under minimal supervision, the District Library Services Program Manager leads and directs the Library and Information Technology (LIT) centers for all schools in the District. The Program Manager develops, leads, and directs a model Library program that provides all students equitable access to school Library and Information Technology centers, materials, and programming. The Program Manager is a curriculum specialist with expertise in the areas of reading, literacy, and information and communication technologies.

**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 of District school library program standards, policies, and procedures; assume responsibility for oversight of the District-wide school library program.

Administer the District's school library program.

Provide leadership for the effective use of library resources and communication technologies in the District and at school sites.

Provide leadership in staff development and instruction that aligns national and state school library standards with state content standards and local priorities.

Facilitate the training of teachers and students in District Acceptable Use Policy, Board policy, Cyber Bullying, Social Media and all related Board Policy and administrative regulations related to Library and Information Technology Centers.

Participate in the curriculum development process at both school site and District level to ensure the curricula includes the full range of literacy skills (information, media, visual, digital, and other literacies) and competencies necessary to meet content/graduation standards and to develop lifelong learners.

Collaborate with members of the learning community to define the policies of the school library program, and to guide and direct all activities related to it.

Maximize the efficiency and effectiveness of the school library program by:

- using strategic planning for the continuous improvement of the program
- ensuring that school library program goals and objectives are aligned with school and district long-range strategic plans

- using effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives
- using evidence of practice, particularly in terms of learning outcomes, to support program goals and planning
- generating evidence in practice that demonstrates efficacy and relevance of the school library instructional program

Work with building level library staff to improve library and multimedia services.

Provide professional development to teachers and classified staff related to multimedia, and technology integration.

Work collaboratively with the District Office to ensure that systemic multimedia and technology integration professional development occurs.

Set standards for the selection, ordering, processing, inventorying and cataloging of school materials for all school sites.

Play a supervisory role to ensure all school Library and Information Technology centers are available outside of the regular school day and, when possible, during summer school.

Support personalized learning for teachers and students by advocating for materials and resources to meet their needs, interests, and goals.

Work with administrators to establish the District library budgets.

Promote integration of digital media and new emerging technologies in teaching and learning.

Provide guidance in software and hardware evaluation, and developing processes for such evaluation.

Lead the development, annual review, and revision of the District school library plan to meet approval of the state and county boards

Facilitate the assessment of school site level library programs.

Promote reading and assist library staff, teachers and administrators in developing school reading motivation programs.

Provide leadership for strong school libraries in the District, state, and nation.

Collaborate with principals in evaluating teacher librarians.

Participate actively in remodeling or planning new construction of Library and Information Technology centers and their infrastructure standard.

Participate on the District's technology committee by providing expertise to ensure that library media information and communication technologies are fully incorporated into the District technology plan.

Plan and assist in developing site and remote network access to digital resources.

Provide regular updates for the school library media program section of the District's Web site and assist Teacher Librarians in developing their own school library websites as part of OUSD1.

Provide input to the School Quality Review process to evaluate site library programming.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff.

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

Perform related duties as assigned.

### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Master's Degree or its equivalency required in Library and Information Science or related field.

Five (5) years increasingly responsible supervisory experience in library science

Experience and/or training involving library operations, personnel management, reference service, bibliographic instruction, circulation service, copy cataloging and library information systems



**LICENSES AND OTHER REQUIREMENTS:**

A valid CA Teaching credential or a valid CA Library Media Services credential preferred

Administrative credential preferred

Valid California Driver's License

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

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

Planning, organization, and coordination of library and media center programs

Library technical processes related to the acquisition, cataloging, classification, and circulation of library materials

District curriculum, reading levels, and appropriate reference materials

Modern library technology including computer applications

Budget preparation and control

Applicable laws, codes, regulations, policies, and procedures

Effective management practices and supervision techniques

School district organization, operations, policies, and objectives

Interpersonal skills using tact, patience, and courtesy

Effective oral and written communication skills

Technical aspects of field of specialty

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Plan, coordinate, maintain, and supervise the district's library and media services

Provide expertise and resources for the development and improvement of school library and information technology centers

Oversee the District's Professional Library and Archives

Coordinate library technical processes related to the acquisition, cataloging, classification, and circulation of library materials

Oversee the District Library Services budget

Prepare comprehensive narrative and statistical reports and present findings to administrators, oversight committees, and Board of Education as requested

Conduct staff development training

Maintain current knowledge on trends and developments in library and media services

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

Establish and maintain effective working relationships with staff, parents, OUSD community partners (specifically Friends of the Oakland Public School Libraries, Oakland Literacy Coalition, Oakland Reads 2020, Oakland Public Library) and with the general public

Communicate effectively both orally and in writing

Analyze situations accurately, and adopt an effective course of action

Meet schedules and timelines

Evaluate and organize work according to specific deliverables

Supervise and evaluate the performance of assigned staff

Meet district standards of professional conduct as outlined in Board Policy

Operate personal computer, related software, and other office equipment to enter data, maintain records, generate reports, and communicate effectively.

**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.