


OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

June 25, 2014

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	14-1226
Enactment Date:	6/25/14
By:	

TO: Board of Education

FROM: Gary Yee, Ed.D., Acting Superintendent
Vernon Hal, Deputy Superintendent, Business and Operations
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support

SUBJECT: Creation/Revision of Positions—Leadership, Curriculum & Instruction and High School Office Departments

- Program Manager, High School Credit Recovery
- Director, LCI
- Coordinator, College & Career Pathways
- Coach, College & Career Pathways

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments.

DISCUSSION

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, Human Resources Services and Support is presenting three new job classifications and one revision needed by the Leadership, Curriculum & Instruction Department (including one to be shared with the High School Office).

Leadership, Curriculum & Instruction/High School Office**Create****Position Title/FTE**

Program Manager, High School Credit Recovery,
LCI & High School Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours

Funding

General Purpose,

38% Resource 0000-937

62% Resource 0000-964

Leadership, Curriculum & Instruction**Revise****Position Title/FTE**

Director, LCI,
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$91,904.09 - \$117,287.81

12 months, 227 days, 7.5 hours (FT) or as assigned

Funding

Title II,

4035-909

Creation/Revision of 4 LCI/1-High School Network Positions

Resolution No. 1314-1133

June 25, 2014

Page 1 of 5

Create**Position Title/FTE**

Coordinator, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$76,031.35 - \$97,044.79

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Linked Learning,
9135-909

Create**Position Title/FTE**

Coach, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

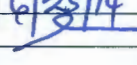
Linked Learning,
9135-909

BUDGET IMPACT

This position is funded by General Purpose, Title II, and Connect Ed monies.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments.

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	14-1221
Enactment Date:	6/25/14
By:	

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-1133**

- Leadership, Curriculum & Instruction and High School Office Departments -

Create/Revise

- Program Manager, High School Credit Recovery; Director, LCI; Coordinator, College & Career Pathways, and Coach, College & Career Pathways -

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 position aligns 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 creates Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways, and Coach, College & Career Pathways and revises Director, LCI—LCI and High School Office, attached hereto, and confirms said position's placement on the salary schedule/ranges, as stated herein, effective 12:01 a.m., June 26, 2014, as follows:

Leadership, Curriculum & Instruction/High School Office

Create

Position Title/FTE

Program Manager, High School Credit Recovery,
LCI & High School Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours

Funding

General Purpose,

38% Resource 0000-937

62% Resource 0000-964

Leadership, Curriculum & Instruction

Revise

Position Title/FTE

Director, LCI,
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$91,904.09 - \$117,287.81

12 months, 227 days, 7.5 hours (FT) or as assigned

Funding

Title II,

4035-909

Creation/Revision of 4 LCI/1-High School Network Positions

Resolution No. 1314-1133

June 25, 2014

Page 3 of 5

Create**Position Title/FTE**

Coordinator, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$76,031.35 - \$97,044.79

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Linked Learning,
9135-909

Create**Position Title/FTE**

Coach, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Linked Learning,
9135-909

BUDGET IMPACT

This position is funded by General Purpose, Title II, and Connect Ed monies.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments, and,

BE IT FURTHER RESOLVED, that the Board authorizes 4.0 FTE for the position, as so stated above.

Passed by the following vote:

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

NOES: None

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 June 25, 2014.

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT


David Kakishiba
President, Board of Education

Dr. Gary Yee
Acting Superintendent and Secretary, Board of Education



OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

June 25, 2014

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	14-1224
Enactment Date:	6/25/14
By:	

TO: Board of Education

FROM: Gary Yee, Ed.D., Acting Superintendent
Vernon Hal, Deputy Superintendent, Business and Operations 
Brigitte Marshall, Associate Superintendent, Human Resources Services and Support 

SUBJECT: Creation/Revision of Positions—Leadership, Curriculum & Instruction and High School Office Departments

- Program Manager, High School Credit Recovery
- Director, LCI
- Coordinator, College & Career Pathways
- Coach, College & Career Pathways

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments.

DISCUSSION

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, Human Resources Services and Support is presenting three new job classifications and one revision needed by the Leadership, Curriculum & Instruction Department (including one to be shared with the High School Office).

Leadership, Curriculum & Instruction/High School Office**Create****Position Title/FTE**

Program Manager, High School Credit Recovery,
LCI & High School Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours

Funding

General Purpose,

38% Resource 0000-937

62% Resource 0000-964

Leadership, Curriculum & Instruction**Revise****Position Title/FTE**

Director, LCI,
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$91,904.09 - \$117,287.81

Funding

Title II,

4035-909

Creation/Revision of 4 LCI/1-High School Network Positions

Resolution No. 1314-1133

June 25, 2014

Page 1 of 5

12 months, 227 days, 7.5 hours (FT) or as assigned

Create

Position Title/FTE

Coordinator, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$76,031.35 - \$97,044.79

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Connect Ed,
9135-909

Create

Position Title/FTE

Coach, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Connect Ed,
9135-909

BUDGET IMPACT

This position is funded by General Purpose, Title II, and Connect Ed monies.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments.

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	
Enactment Date:	
By:	

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1314-1133**

– Leadership, Curriculum & Instruction and High School Office Departments -

Create/Revise

- Program Manager, High School Credit Recovery; Director, LCI; Coordinator, College & Career Pathways, and Coach, College & Career Pathways -

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 position aligns 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 creates Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways, and Coach, College & Career Pathways and revises Director, LCI—LCI and High School Office, attached hereto, and confirms said position's placement on the salary schedule/ranges, as stated herein, effective 12:01 a.m., June 26, 2014, as follows:

Leadership, Curriculum & Instruction/High School Office

Create

Position Title/FTE

Program Manager, High School Credit Recovery,
LCI & High School Office (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours

Funding

General Purpose,
38% Resource 0000-937
62% Resource 0000-964

Leadership, Curriculum & Instruction

Revise

Position Title/FTE

Director, LCI,
(1.0 FTE)

Salary Schedule/Range

Salary Schedule: CFAD

Range 22: \$91,904.09 - \$117,287.81

12 months, 227 days, 7.5 hours (FT) or as assigned

Funding

Title II,
4035-909

Create**Position Title/FTE**

Coordinator, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 16: \$76,031.35 - \$97,044.79

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Connect Ed,
9135-909

Create**Position Title/FTE**

Coach, College & Career Pathways,
LCI (1.0 FTE)

Salary Schedule/Range

Salary Schedule: ADCL

Range 14: \$68,947.61- \$87,996.12

12 months, 261 days, 7.5 hours or days and hours as assigned

Funding

Connect Ed,
9135-909

BUDGET IMPACT

This position is funded by General Purpose, Title II, and Connect Ed monies.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 1314-1133—for the Creation of Program Manager, High School Credit Recovery; Coordinator, College & Career Pathways; and Coach, College & Career Pathways and revision of Director, LCI— Leadership, Curriculum & Instruction and High School Office Departments, and,

BE IT FURTHER RESOLVED, that the Board authorizes 4.0 FTE for the position, as so stated above.

Passed by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

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 June 25, 2014.

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/14
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT

David Kakishiba
President, Board of Education

Dr. Gary Yee
Acting Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/2014
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Program Manager, High School Credit Recovery	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 days
ISSUED:	Created: June 2014	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under minimal supervision, the Program Manager manages the operational and program design needs of the OUSD Credit Recovery Program, including logistics and operations for summer learning academic recovery program and year-round school-based interventions.

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

Work collaboratively across departments to ensure the effective and efficient operation of the summer term academic recovery and high school intervention programs, including, but not limited to registration, student recruitment, staff hiring, etc...); manage logistics for program preparation and implementation.

Manage the online learning program implementation (student account creation, program development, communication with sites, etc...); coordinate and facilitate interactions between online learning vendors and high school sites/teachers.

Work closely with teachers and site Administrators to create and implement year-round credit recovery program design (i.e. online learning, Saturday school credit recovery boot camps, and other options) to ensure all students successfully complete high school.

Support site principals to meet operational deadlines set to provide systematic and equitable program offerings for all students.

Lead broad initiatives from which to build more community resources and school-based program options for the credit recovery and intervention needs of students.

Partnering with Leadership Curriculum and Instruction (LCI) to make sure standards, curriculum, professional development, assessments and coaching are implemented for High School interventions and credit recovery.

Establish and maintain communications with community agencies and Family, Schools and Community Partnerships department that serve Homeless, Foster and Refugee youth to ensure students, parents and guardians are informed and engaged.

Collaborate with all operations departments (Tech Services, Facilities, Fiscal, Payroll, Human Resources) to develop

efficient systems between central office and school sites to support effective program implementation.

Year-round analysis of grade and course completion records for students served by credit recovery/intervention programs and ongoing communication to sites regarding students' credit status and any outstanding credit needs.

Prepare agendas, solicit input from members, manage communications, conduct meetings, and perform necessary follow-up work with Summer Learning and High School Office.

Lead cycles of inquiry with central and site-based staff to ensure continuous program improvement.

Oversee the ordering, receiving, planning and IFAS management for credit recovery & interventions program.

Develop resources, write grants and develop training for high school-level credit recovery and academic interventions.

Provide training to site staff and site administrators to build and strengthen structures that support struggling students.

Research, evaluate and present best practices in credit recovery strategies.

Monitor fiscal compliance of programs.

Provide cross-training to other staff in the department.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Bachelor's degree and three years of project management experience.

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:

Successful strategies for working with diverse students, especially African American, Latino, English Learners and other underserved populations

Strategies, funding opportunities and community contacts for assigned program

Federal and state regulations in areas of responsibility

District policies, applicable sections of the State Education Code and other laws and regulations

Correct English usage, grammar, spelling and punctuation

Telephone techniques, systems and etiquette

Student Information Systems (ex: Aeries/Eagle Software)

High School transcripts and processes for applying and translating credits toward graduation

Master Scheduling for small and large high schools

Presentation, communication and public speaking techniques

Principles and practices of effective leadership

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Create master schedules for high schools and programs of varying size

Analyze student records in aggregate to understand credit recovery needs

Write grant proposals and seek further funding

Work with multiple departments, city offices, and business leaders of organizations and agencies and District departments to get additional resources for programs/students and to align with existing programs

Identify professional development activities for staff and for appropriate district employees on topics related to effective interventions and post-secondary transitions

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

Demonstrate leadership and effectiveness in bridging to members and organizations of all communities

Work successfully with all identifiable community groups

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

Plan, prepare and deliver oral presentations

Communicate clearly, understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Meet schedules and deadlines

Complete work accurately and as directed despite many interruptions

Work independently and manage multiple projects with limited oversight from manager

Maintain records, analyze situations accurately and take appropriate action

Organize, coordinate and prioritize a large volume of activities, programs and services

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; flexible schedule; fast-paced work; constant interruptions

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/2014
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Leadership, Curriculum and Instruction	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Leadership, Curriculum and Instruction (LCI)	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS	227 days/7.5 hours (FT) or as assigned
ISSUED:	Created: June 2011 Revised: June 2014	SALARY GRADE:	CFAD 22

BASIC FUNCTION: Plan and direct the work of the department team to promote and support the District's strategic plan to ensure all students are college and career ready. Duties may 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

Recruit, support, develop, and supervise unit managers and specialists.

Manage and evaluate the duties of assigned staff in accordance with collective bargaining agreements.

Build the capacity of unit members by developing professional development sessions that focus on the strategic plan and the department's focus areas.

Coordinate the development, planning, and implementation of high quality professional development.

Create opportunities for teacher leaders and leaders District-wide to collaborate about District and department focus areas.

Develop and monitor budgets in accordance with federal, state, and District policies.

Develop and maintain partnerships with external organizations.

Develop, monitor, and review the operational systems and processes of the department.

Coordinate, monitor, and project manage initiatives that are assigned on a regular basis.

Communicate the Department's mission, programs, and support services to ensure messaging is presented in a strong, positive image to relevant stakeholders.

Provide leadership in developing programs, and organizational and budget plans with Department staff.

Create District-wide Professional Learning Calendar for all teachers.

Develop and monitor department's communication plan.

Develop and monitor the Instructional Materials/Williams accountability process.

Collaborate with all staff in the department to provide for aligned support for teachers and leaders.

Collaborate with site leadership and District administrators about coordinating and aligning teacher and leadership supports.

Design, create, implement, and manage the infrastructure aligned to priority areas for the department.

Identify, implement, support, and monitor high leverage strategies to retain the best and brightest talent.

Develop, maintain, and coordinate partnerships with organizations around teacher and leadership development.

Identify resources that contribute to the sustainability of a culturally competent organization.

Develop new methodologies to interrupt and address historic and institutional imbedded racist policies, practices, and beliefs.

Support the collaborative development of transparent and effective systems of communication among stakeholders.

Provide facilitation and planning support for department professional learning.

Develop courses of study for each leader that are aligned to themes of practice.

Create and implement evaluations for department's program goals and objectives.

Coordinate data and develop data reporting system about department's professional learning.

Create and monitor a Professional Learning On-line Registration System.

Provide in-depth leadership analysis through cycles of inquiry and development.

Facilitate and coach department personnel to lead and measure the change of practices, beliefs and policies.

Provide leadership to develop and sustain leadership teams across the system.

Support teacher leaders and leadership teams who embrace a mission of social justice and equity for all students to change the policies, practices, and structures in schools and the school system that perpetuate inequities.

Maintain professional growth in knowledge and skills necessary to implement the District's strategic plan and department focus areas.

Develop and update department's policies, procedures, and guidelines.

Support department staff by providing advice, counsel, and decision-making; mentor department staff as needed.

Travel to sites when needed.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Any combination of education, training and/or experience equivalent to: a Master's degree and five years experience in administrative leadership.

Experience in classroom teaching, evaluation, research, organizational structures and systems, change management, leadership development, and coaching.

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:

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

Cognitive Coaching Curriculum

Strategic direction of the District

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

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

Budget preparation and management to ensure fiscal responsibility

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

ABILITY TO:

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

Interpret District collective bargaining contract language

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

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

Supervise, coach, and evaluate assigned personnel

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.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/2014
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, College and Career Pathways	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Leadership, Curriculum and Instruction (LCI)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours or days and hours as assigned
ISSUED:	Created: June 2014	SALARY GRADE:	ADCL 16

BASIC FUNCTION: Under minimal supervision, support the District's strategic plan to ensure all students are college, career and community ready. Promote the District's mission of graduating students who are college, career, and community ready by leveraging relationships within the local and national communities to ensure all secondary school students, including those with alternative educational needs, have the means, opportunity, and preparation to attend college and to function effectively in the work place. Develop, coordinate and manage the College and Career Pathways and other initiatives aimed at helping more students succeed academically, including a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.

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

ESSENTIAL FUNCTIONS

Develop aligned systems and structures of support for on-going leadership and professional development for pathway coaches focused on supporting pathway teams in meeting the essential elements for College and Career Pathway quality.

Lead/facilitate monthly community of practice meetings with District College and Career Pathway Coaches.

Ensure instructional and coaching supports are aligned to the District Strategic Plan, District instructional goals, and the essential elements of high quality College and Career Pathways.

Coordinate and support OUSD College and Career Pathway Coaches in the development and implementation of pathway coaching plans that are aligned to each of the essential elements of high quality college and career pathways.

Collaborate with CTE and College and Career Pathways Manager to connect high school and post-secondary educators in the development and creation of dual enrollment and articulation agreements.

Coordinate and support the collection, analysis and monthly dissemination of District and pathway level student achievement data to ensure a cycle of continuous improvement focused on student outcomes-driven practices.

Coordinate and promote the Linked Learning Essential Elements of College and Career Pathways, including documentation that demonstrates a cycle of continuous improvement for the purpose of achieving "Certified" status in the Linked Learning Pathway Quality Review.

Support, mentor and assist College and Career Pathway Coaches in their work with pathway teams of teachers to develop the essential elements of a high quality college and career pathways including student outcomes-driven practice, equity and access, program of study, learning and teaching, work based learning, personalized student support and pathway leadership.

Collaborate with the OUSD Workforce Development Coordinator and support College and Career Pathway Coaches to increase the numbers of community partners to build greater integrity in the pathway program of study and build capacity for industry involvement and create.

Coordinate and facilitate pathway teams use of ConnectEd Studios for the collection of evidence and pathway level data

Collaborate with CTE and College and Career Pathways Manager in the development of UC "a-g" approved courses and curriculum, including planning and coordinating UC Curriculum Integration Institutes (UCCI).

Develop and lead the process for the establishment of emerging pathways and/or the elimination of pathways that do not meet labor market projections or adhere to the Linked Learning model of college and career pathways.

Collaborate with District staff to align pathway teacher support.

Recruit, hire, develop, support, supervise and evaluate staff.

Plan, lead and attend department meetings; represent Linked Learning College and Career Pathways and LCI at District/community meetings.

Provide cross-training to other staff managers with the department.

Travel to school sites as needed.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 5 years of College and Career Pathways or Small Learning Community teaching experience in any subject.

Experience as a classroom teacher and school-site administrator required

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:

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

Curriculum development, implementation and improvement including project-based performance-based learning, integrated cross-disciplinary curriculum and CTE Model Curriculum Standards.

Current District curriculum and school instructional programs in assigned area

Linked Learning high school reform initiative

Strategic direction of the District

Federal, state, and District policies and mandates related to work scope

Methods to interpret apply and explain rules, regulations, policies, and procedures

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

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

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Interpret District collective bargaining contract language

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

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

Address the needs of identified English Learner communities

Maintain accurate records

Supervise, coach and evaluate assigned personnel

Cross-train department personnel

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

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

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

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above

the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

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

Legislative File	
File ID Number:	14-1212
Introduction Date:	06/25/2014
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coach, College and Career Pathways	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Leadership, Curriculum and Instruction (LCI)	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS	261 days / 7.5 hours or days and hours as assigned
ISSUED:	Created: June 2014	SALARY GRADE:	ADCL 14

BASIC FUNCTION: Under minimal supervision, support the District's strategic plan to ensure all students are college, career and community ready. Promote the District's mission of graduating students who are college, career, and community ready by leveraging relationships within the local and national communities to ensure all secondary school students, including those with alternative educational needs, have the means, opportunity, and preparation to attend college and to function effectively in the work place. Develop, coordinate and manage the College and Career Pathways and other initiatives aimed at helping more students succeed academically, including a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.

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

Facilitate, promote and participate in the establishment and practice of pathway Communities of Practice that support student achievement of pathway student learning outcomes, the OUSD Graduate Profile and College, Career and Community Readiness.

Develop and implement pathway coaching plans that support a cycle of continuous improvement that are aligned to the Linked Learning model of high quality college and career pathways improvement for the purpose of achieving "Certified" status in the Linked Learning Pathway Quality Review.

Serve as the pathway contact person for business, community, and post-secondary partners for instructional and advisory supports aligned to pathway student learning outcomes and work-based learning goals.

Facilitate assessment of Behaviors of Learning and Teaching (BLT) and create and lead appropriate pathway staff development BLTs including, Inquiry and/or Project Based Learning, Analysis of Student Work, Communities of Practice, Curriculum Mapping, and Development of Cross Discipline Integrated lessons and projects.

Serve as the liaison among faculty and leadership in the school in developing and sustaining college and career pathways.

Partner with the school site principal, community school managers and instructional leadership team to implement and advocate for the college and career pathway improvement plans for his/her high school.

Serve on school leadership team and school site council to align College and Career Pathway District initiatives with the school improvement plan.

Serve on the master scheduling school site team which develops and updates scheduling of students for proper placement and purity in pathways and common planning time for pathway teachers.

Coordinate a 9th grade Academy recruitment program including student application, selection, and acceptance to ensure academies reflect the demographics of the school site.

Coordinate academy outreach and awareness at local middle school feeder schools.

Serve as the liaison between school sites, academy directors and the District Linked Learning office.

Attend regular academy collaboration meetings to support academy functions.

Advise site level administrators and teachers on the 9th grade advisory curriculum pertaining to academies.

Support the development of and ensure the completion of pathway action plans, calendar of events and budget for pathways.

Coordinate and implement pathway advisory boards with support from the OUSD Workforce Development Coordinator, school site community school manager, and CTE Specialist.

Develop and coordinate job shadowing, student internships, teacher externships, guest speakers, field trips, and other experiential learning experiences.

Support the development of dual enrollment/articulation agreements between high school and post-secondary partners.

Collect, analyze and disseminate community partner data for business, community, and post-secondary partners.

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

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Bachelor's degree from an accredited college or university and 3 years of College and Career Pathways or Small Learning Community teaching experience in any subject.

Experience as a classroom teacher required

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

Current District curriculum and school instructional programs in assigned area

Linked Learning preferred

Strategic direction of the District

Federal, state, and District policies and mandates related to work scope

Methods to interpret apply and explain rules, regulations, policies, and procedures

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

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

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

ABILITY TO:

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

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

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

Address the needs of identified English Learner communities

Maintain accurate records

Cross-train department personnel

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

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

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

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.