

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

February 25, 2015

<b>Legislative File</b>	
File ID Number:	15-0156
Introduction Date:	02/25/2015
Enactment Number:	15-0246
Enactment Date:	2/25/15
By:	o/a

TO: Board of Education

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

SUBJECT: Approval of Job Descriptions – Talent Development Division

- Director, Educator Effectiveness
- Director, Talent Development
- Manager, Staffing
- Manager, Systems and Processes
- Program Manager, Classified Growth and Development System
- Program Manager, Leader Growth and Development System
- Program Manager, Special Projects
- Program Manager, Teacher Growth and Development System

**ACTION REQUESTED**

Adoption by the Board of Education of Resolution No. 1415-0159, approving creation of the following job descriptions: Director, Educator Effectiveness; Director, Talent Development; Manager, Staffing; Manager, Systems and Processes; Program Manager, Classified Growth and Development System; Program Manager, Leader Growth and Development System; Program Manager, Special Projects; and, Program Manager, Teacher Growth and Development System for the Talent Development Division.

**BACKGROUND:**

Along with the majority of other central office departments, the Talent Development Division will operate under a significantly reduced department budget next year in service of resource prioritization for district-wide salary increases and critical priorities. The department will undergo an extensive reorganization of work and roles to ensure that we will be able to manage and deliver on our assigned scope of work. A total of 42.4 Full Time Equivalent (FTE) positions are being eliminated, and 27 new FTE positions are being created, for a net decrease in the department of 15.4 FTE. In order to begin advertising and recruiting for a start date of July 1<sup>st</sup>, we will be presenting the new job classifications to the Board of Education for approval in two batches. This first group is comprised of the new management and supervisory positions. It is our intent to establish the new Talent Development staffing structure and make selections for the new positions as soon as possible so that we are well positioned to support other central office departments to manage their staffing changes well in advance of the new school year. This request is for the Board to approve the following new job descriptions, which are attached. At a later date, the Talent Development Division will bring to the Board for approval: 1) additional new job descriptions and 2) position eliminations for a net decrease of 15.4 FTE in the division.

1. Director, Educator Effectiveness
2. Director, Talent Development
3. Manager, Staffing
4. Manager, Systems and Processes
5. Program Manager, Classified Growth and Development System
6. Program Manager, Leader Growth and Development System
7. Program Manager, Special Projects
8. Program Manager, Teacher Growth and Development System

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Adoption by the Board of Education of Resolution No. 1415-0159, approving creation of the following job descriptions: Director, Educator Effectiveness; Director, Talent Development; Manager, Staffing; Manager, Systems and Processes; Program Manager, Classified Growth and Development System; Program Manager, Leader Growth and Development System; Program Manager, Special Projects; and, Program Manager, Teacher Growth and Development System for the Talent Development Division.

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**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1415-0159**

- Talent Development Division -

**Approving Job Description**

- Director, Educator Effectiveness; Director, Talent Development; Manager, Staffing; Manager, Systems and Processes; Program Manager, Classified Growth and Development System; Program Manager, Leader Growth and Development System; Program Manager, Special Projects; and, Program Manager, Teacher Growth and Development System -

**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: Director, Educator Effectiveness; Director, Talent Development; Manager, Staffing; Manager, Systems and Processes; Program Manager, Classified Growth and Development System; Program Manager, Leader Growth and Development System; Program Manager, Special Projects; and, Program Manager, Teacher Growth and Development System, attached hereto, and confirms said job descriptions' placement on the salary schedule/range or employment contracts, as stated.

Passed by the following vote:

AYES: Roseann Torres, Aimee Eng, Nina Senn, Shanthi Gonzalez, Jumoke Hinton Hodge, 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 February 25, 2015.

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**OAKLAND UNIFIED SCHOOL DISTRICT**

James Harris  
President, Board of Education

Antwan Wilson  
Superintendent and Secretary, Board of Education



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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Educator Effectiveness</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS</b>	<b>261 days/7.5 hours</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 22</b>

**BASIC FUNCTION:** The Director of Educator Effectiveness is responsible for supporting principals and instructional leaders to achieve the District's vision of an effective teacher in every classroom and an effective leader in every school. Under supervision of the Deputy Chief of Talent Management, the Director manages a team that will oversee the implementation of educator growth and development systems. This position will oversee the analysis of educator effectiveness across the district, including for central office and classified staff, and take action to ensure that schools grow and retain effective educators.

The Director of Educator Effectiveness must 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

The Director of Educator Effectiveness will support the work of the Talent Development Division in a number of ways, including:

#### Evaluation Implementation and Strategic Planning

- Collaborate with Talent Management staff in the design and implementation of consistent, calibrated and rigorous comprehensive performance evaluations for certificated and classified staff, ensuring that evaluations are supported by valid and reliable measures of performance and explicitly linked to OUSD's instructional vision and mission.
- Establish metrics to measure the effectiveness of the District's strategy and programs as it relates to educator effectiveness; collaborate with Research, Assessment and Data as appropriate.
- Leverage existing, and establish new, relationships with state agencies, universities, community colleges and stakeholder groups to maximize support for effective teaching and leading; identify policy changes as needed.
- Partner with internal and external stakeholders to gain buy-in for implementation and reform of current evaluation practices District-wide.

#### Talent Management

- Collaborate with subject matter experts, school administrators and instructional leaders to develop and implement policies and programs that strengthen the ability of schools to attract and retain the best educators and staff members.

- Develop, implement and teach best practices in talent management across the District to ensure the retention of our most effective staff.
- Identify staff in need of support and connect them with opportunities, resources, and tools to improve performance.
- Oversee implementation of the tenure affirmation process for certificated.
- Provide resources to support schools in the selection and placement of effective teachers.
- Manage and direct improvements to aspects of teacher and leader and classified performance management processes, including evaluation, remediation and dismissal.
- Collaborate with legal, labor relations, and risk management to provide support to school and department leaders in the performance management of their staff.
- Engage Labor partners to discuss induction, training, retention, and evaluation.

#### **Evaluator Training and Development**

- Partner with District leaders to establish consistently high standards for performance evaluation across OUSD; lead and ensure the development and confirmation of definitions, tools and processes and accountability related to Growth and Development Systems for teachers, leaders, and classified staff.
- Plan and facilitate training for principal managers, principals, assistant principals and designated evaluators to understand the evaluation processes and reporting tools, as well as norming and calibrating observer ratings.
- Develop a coaching model for principal managers, principals, and assistant principals around the observation and feedback cycle.

#### **Educator Effectiveness Team Leadership**

- Lead a team of School Partners in providing individual support to principals on a broad range of strategic Educator Effectiveness issues, including evaluation, placement, retention, professional learning and development, and labor and employer/employee relations.
- Align and coordinate School Partners' processes and practices to the District's teacher and leadership development theory of action, effective teacher and leadership frameworks, and professional development plans.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Perform other 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, Human Resources 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.
- Five (5) years of experience in school administration, developing performance management and career guidance programs and staff management.
- Prior education experience, preferably in a school-based coaching or leadership role and/or education policy experience, preferably in human resources and/or talent development
- Experience working in an urban school district preferred
- Experience in performance management highly 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:**

- National and state trends, research and policy regarding educator effectiveness, performance evaluation and development reform
- Strategic direction of the District
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and employees

- Applicable federal, state, and District codes, regulations, policies and procedures, including District bargaining unit contracts
- Methods to interpret, apply, and explain rules, regulations, policies and procedures
- Principles and practices of effective leadership and effective teaching
- Principles and practices of supervision and evaluation
- Interpersonal skills using tact, patience, and courtesy
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

**ABILITY TO:**

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Facilitate professional learning opportunities for adult learners using a variety of delivery methods
- Motivate and support adults to transform their practices
- Interpret District collective bargaining contract language
- 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
- Adapt to feedback and focus on continuous improvement
- Explain complex problems and solutions in clear, concise and compelling ways
- Manage teams to achieve outcomes and to support the development of direct reports
- 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.



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By:	S/S



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, Talent Development</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 22</b>

**BASIC FUNCTION:** The Director of Talent Development is responsible for recruiting outstanding teachers, leaders, and classified staff to the Oakland Unified School District and supporting them through their early employee development experiences. Under supervision of the Deputy Chief of Talent Management, the Director manages a team that will oversee recruitment, selection, and placement of certificated and classified candidates; the team will also manage new staff orientation, onboarding, and induction programs. The Director will also explore new pipelines of teacher, leader, and classified staff talent.

The Director of Talent Development must 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

The Director of Talent Development will support the work of the Talent Development Division in a number of ways, including:

#### Recruitment, Screening, and Placement

- Implement a targeted recruitment, screening, and hiring process to increase the overall pool of qualified certificated and classified applicants for all areas, focusing on expanding the pool of teachers of color and applicants in hard-to-fill areas.
- Develop, lead, and manage the school leader recruitment and screening process, ensuring a strong community engagement process.
- Cultivate strategic partnerships with local universities and educator preparation programs to ensure a strong pipeline of talent for the district, especially increasing the number of educators of color.
- Cultivate strategic partnerships with local organizations to support "grow your own" teacher and leader residency programs.
- Conduct recruitment activities at various educational institutions, recruitment fairs, professional conferences and other facilities.
- Collect and analyze placement data to benchmark progress toward goals; conduct analysis of results of selection to assess impact and ensure compliance.
- Develop and implement strategies to increase the number of effective educators working in hard-to-staff schools and subject areas.
- Lead the facilitation of the district advisory matching process.



### **Induction and Talent Development**

- Develop an infrastructure for new leader and teacher induction that is grounded in Oakland context; developing support groups and mentor partnerships.
- Oversee state-mandated credential induction and mentoring programs for early career teachers; develop an induction and mentoring program for early career leaders; collaborate with local universities to improve alignment of educator preparation with the District's strategic vision, effective teacher and leadership frameworks, and professional development plans.
- Create and oversee supportive assistance programs for probationary employees, including workshops targeted at developing early career teachers and staff.
- Engage Labor partners to discuss induction, training, retention, and evaluation.

### **District-wide Capacity Building**

- Collaborate with district leaders and Talent Development Division staff to develop a career pathways model for teachers, leaders, and classified staff that is reflective of OUSD students and families racial, linguistic and cultural diversity.
- Develop policies that balance principal autonomy over their own talent management strategy with accountability for student outcomes.
- Develop, implement and teach best practices in talent development across the District to ensure the hiring of the best skilled and committed candidates.

### **Talent Development Team Leadership**

- Ensure that all elements of the human resources system (recruitment, screening, hiring, induction/mentoring, professional development, performance management/evaluation, compensation and instructional leadership) are aligned and focused on OUSD's instructional vision.
- Cultivate and promote a professional culture for the Talent Development team and new Division that is defined by high expectations for learning and student achievement, a shared understanding of effective instructional practices, and support for the District's educational improvement strategy.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Perform other related duties as assigned.

### **MINIMUM QUALIFICATIONS**

#### **TRAINING, EDUCATION AND EXPERIENCE:**

- Master's degree in Human Resources, Business Administration, Development, Education, Public Policy, Policy Administration or related field.
- Five (5) years of experience in talent acquisition, talent management or human resources, including three (3) years of recruitment in an urban education environment or with an educational non-profit organization
- Experience in administrative leadership preferred
- Experience managing people and demonstrated experience in leading, developing and motivating a team
- Demonstrated success in developing and executing comprehensive hiring plans with a demonstrated ability to strategically plan and execute large scale initiatives across an organization

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

- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance
- Ability to travel throughout California and/or out of state for recruitment events

### **KNOWLEDGE AND ABILITIES**

#### **KNOWLEDGE OF:**

- Best practices in recruitment, selection, strategic placement, teacher training techniques, labor relations and negotiation, and personnel information systems (e.g.: creative/strategic talent sourcing, resume evaluation, candidate assessment and interviewing techniques)
- Strategic direction of the District
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of the District and community
- Applicable federal, state and local laws and ordinances governing employment including equal opportunity employment and bargaining unit contracts.

- Interpersonal skills using tact, patience, and courtesy
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

**ABILITY TO:**

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Maintain current knowledge of applicable provisions of federal, state, local and District and Labor laws, rules and regulations pertaining to recruitment, sourcing and hiring
- Manage teams to achieve outcomes and to support the development of direct reports
- Set goals, work independently and drive results
- Organize and coordinate district-wide events and programs
- Produce high quality work, including strong attention to detail
- Balance multiple priorities and deadlines in a fast paced environment
- Exercise good judgment in safeguarding confidential or sensitive information
- Adapt to feedback and focus on continuous improvement
- Explain complex problems and solutions in clear, concise and compelling ways
- 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:**

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, Staffing</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 18</b>

**BASIC FUNCTION:** The Manager of Staffing is primarily responsible for ensuring that all certificated and classified hires experience an effective, streamlined, and coordinated staffing process with Oakland Unified. Under the supervision of Director of Operations and Services, the Manager of Staffing oversees a team that ensures compliance with human resources policies and facilitates timely resolution of human resources issues, including transparent and timely information.

The Manager of Staffing must 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

#### Hiring and Separation of District Staff

- Create efficient processes that will facilitate and increase quality applicant flow from initial contact with Staffing Analyst to new hire orientation and onboarding; ensure alignment with the District's needs, strategic goals and priorities.
- Collaborate with the Talent Development Team evaluating employment applications; refer qualified applicants and support all aspects of the interview process, including interview protocols, materials preparation, candidate communication and process documentation.
- Oversee the development of exit interviews and surveys of employees who voluntarily separate from the District in order to identify reasons for employee separation.
- Oversee the implementation of procedures for certificated or classified reductions in force.
- Collaborate with the Payroll Department to ensure all staff is paid accurately and on time.

#### Customer Service and Support

- Cultivate and expand relationships with Principals, Department Leaders, Managers, Talent Development and Educator Effectiveness to improve the delivery of staffing and human resources services to central office and school administrators.
- Collaborate with the Human Capital team to receive, address, and respond to inquiries and requests for information from teachers, principals, school administrators, staff and the general public.
- Collaborate with internal staff and community partners to provide career guidance, counseling and coaching to certificated and classified staff who need improvement in their current position and employees approaching layoff.



### **Compliance**

- Remain current on federal, state and local laws and policies applicable to staffing; provide direction and trainings to central and site staff as necessary.
- Assist departments to identify specific and enduring staff assignments with recognition of clear and legal differences between classifications.
- Collaborate with labor partners to develop and implement staffing policies and practices.
- Develop and maintain audit and review checks; oversee the preparation of staffing metrics and reports.

### **Staffing Team Leadership**

- Serve as the department's central point of contact for interdepartmental projects and communications related to staffing.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Serve as the secondary point of contact for all district staff with issues or needs that have been escalated by the Staffing team.
- Perform other 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 Human Resources, Business Administration, Public Administration or relevant work experience attained in a human resources capacity. 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 professional experience in Human Resource Management
- 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:**

- Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment
- Various District bargaining unit contracts
- Methods to interpret, apply, and explain rules, regulations, policies and procedures
- Sound personnel practices and procedures
- Legal and equitable interview and selection techniques
- Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline
- Employee benefits program administration
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students, personnel and community
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of effective leadership
- Presentation, communication, and public speaking techniques
- Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

#### **ABILITY TO:**

- Maintain confidentiality at all times
- Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- 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
- 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
- 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 Human Resources tools
- 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:**

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Manager, Systems and Processes</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 18</b>

**BASIC FUNCTION:** The Manager of Systems and Processes is primarily responsible for leading the effective and coordinated implementation of human resources business processes, functions and procedures including benefits, credentials, staffing, and HRIS. Under the supervision of the Director of Operations and Services, the Manager leads a team that defines systems requirements, proposes potential solutions and coordinates the implementation or modification of technology and/or process automation solutions.

The Manager of Systems and Processes must 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

#### Oversee Core Human Resources Systems and Processes

- Plan, organize, and coordinate the activities related to Human Resources (HR) functions and systems on a District-wide level; improve operational effectiveness by streamlining processes and procedures.
- Manage periodic internal process audits when necessary.
- Provide leadership and oversee employee information collection, analysis and reporting; supervise the input of data and ensure data integrity.
- Use various software applications, such as spreadsheets, relational databases and graphics packages to assemble, manipulate and/or format data and reports (standing, regular and ad hoc).
- Coordinate yearly processes including year-end closing, contract rollovers, yearly rate and pay schedule adjustments and work year calendars.

#### Process Improvement Strategy

- Champion the development and implementation of a global strategy for process improvement across the Talent Development Division to improve overall efficiency and effectiveness.
- Provide change management leadership to ensure the Division achieves targeted performance levels; model, lead and coach people to support and sustain business process transformation.
- Ensure the HR process improvement strategy is understood and sufficiently supported by the appropriate stakeholders.
- Train and share knowledge with Talent Development teams to enable them to develop business transformation capabilities.



- Assess HR operational needs and change policies and procedures in order to ensure efficiencies and seamless delivery of services to all present, past and future customers of the District.

#### **Systems and Processes Team Leadership**

- Serve as the department's central point of contact for interdepartmental projects and communications related to HR business systems and processes.
- Hire, manage, motivate, develop and evaluate assigned staff; includes hiring, resource allocation, coaching, performance management, and development of staff.
- Perform other 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 HR, IT, Business Administration, Organizational Development 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 professional experience in Human Resource Management
- Experience in public service human resources 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:**

- Federal, state, and District codes, regulations, policies and procedures related to certificated and classified employment
- Various District bargaining unit contracts
- Methods to interpret, apply, and explain rules, regulations, policies and procedures
- Sound personnel practices and procedures
- Functions of personnel, wage and salary administration, contract interpretation, investigations, evaluation, supervision, and discipline
- Employee benefits program administration
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Interpersonal skills using tact, patience, and courtesy
- Principles and practices of effective leadership
- Presentation, communication, and public speaking techniques
- Credentialing procedures, requirements, and rules of the Commission on Teacher Credentialing
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

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

- Maintain confidentiality at all times
- Understand and interpret federal and state requirements and laws pertaining to credentials and benefits and be able to explain them to others
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- 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
- 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

- 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 Human Resources tools
- 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:	15-0156
Introduction Date:	02/25/2015
Enactment Number:	150246
Enactment Date:	2/25/15
By:	o/r



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Classified Growth and Development System</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 18</b>

**BASIC FUNCTION:** The Program Manager for Classified Growth and Development System is primarily responsible for developing and managing policies and systems related to establishing a meaningful evaluation and development experience for all District classified staff. Under supervision of the Deputy Chief of Talent Management, the Program Manager will work closely with the Talent Management and Operations and Services teams to develop, continuously improve and support the expansion of a Classified Growth and Development System. This position may also be responsible for other duties as assigned.

The Program Manager must 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

The Program Manager for Classified Growth and Development System will support the work of the Talent Management team in a number of ways, including:

- Develop and maintain a framework for effective performance for classified staff in Oakland Unified School District, which may include convening a task force to support the framework development; ensure that the framework reflects the specific priorities, context, and needs of Oakland's classified staff.
- Manage collection of input and feedback on the classified staff effectiveness framework and CGDS; coordinate stakeholder engagement opportunities.
- Develop and maintain a rubric for effective performance for classified staff, built upon the framework. This Classified Growth and Development System (CGDS) may incorporate elements such as:
  - Evaluator training
  - Multiple valid and reliable measures
  - Defined core competencies
  - Development and/or intervention opportunities
  - Visuals and/or illustrations to explain the framework for multiple audiences
  - Other topics as they arise
- Collaborate with the Chief Operations Officer division and other District leaders to ensure classified staff have access to training and professional development that is aligned to their roles and responsive to individual needs.
- Develop the implementation plan for the CGDS in partnership with District leadership.



- Collect data and analyze results from CGDS pilot and/or early implementation; identify areas for improvement and propose revisions to model based on observed trends.
- Work closely with Program Manager, Leader Growth and Development System, and Program Manager, Teacher Growth and Development System, to ensure the systems are aligned with each other and with the strategic direction of the district.
- Review and maintain knowledge of external research and benchmarking to ensure CGDS is positioned to deliver meaningful results for staff in Central Office and at school sites.
- Track best practices in personnel evaluation and development from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around human resources best practices, specifically personnel evaluation and development.
- Provide project management support for special initiatives related to personnel evaluation and professional learning.
- Support the preparation of written documents, presentations, and executive summaries for diverse audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain personnel evaluation resources; serve as a resource to staff evaluators and developers.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the CGDS.
- Perform other 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 Business Administration, Human Resources, Education, Organizational Development 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 of experience in human resources, training, education or development
- Experience in coaching and providing training for employees and managers is desirable
- 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:**

- The change process and its relationship to current trends in large urban school districts
- Best practices in adult learning
- Statistics and measurement
- Research, concepts and methodology of employee training and assessment
- Laws, rules, regulations and policies governing work scope
- Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices
- Current District strategic plan and priority initiatives
- District operations and services provided but each Central Office department and site personnel
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Correct English usage, grammar, spelling, and punctuation
- Computer software, hardware, and related technology

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

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Exercise diplomacy, sound judgment, leadership, problem solving and accountability
- 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 a situation or project and plan a strategy for resolution or completion
- Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations
- Serve as resource to District administrators and facilitate communication throughout the District
- Train and advise staff on human resources principles
- Communicate effectively in English orally and in writing
- Facilitate meetings to meet objectives
- Set ambitious goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- 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:	15-0156
Introduction Date:	02/25/2015
Enactment Number:	50246
Enactment Date:	2/25/15
By:	D.S.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Leader Growth and Development System</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Classified Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 18</b>

**BASIC FUNCTION:** The Program Manager for the Leader Growth and Development System is primarily responsible for developing and managing policies and systems related to creating a meaningful evaluation and development experience for school leaders. Under Supervision of the Deputy Chief of Talent Management, the Program Manager will work closely with the Talent Management team, the Chief of Schools and the Senior Director for Leadership Development to continuously improve the framework and support expansion of the Leader Growth and Development System. This position may also be responsible for other duties as assigned.

The Program Manager must 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

The Program Manager for Leader Growth and Development System will support the work of the Talent Management team in a number of ways, including:

- Collaborate with Chief of Schools and Senior Director for Leadership Development to develop a shared understanding of and support for the implementation of the Leader Growth and Development System (LGDS), including:
  - Evaluator/Supervisor training
  - Observer certification process
  - Validation and reliability of measures
  - Communication strategies
  - Alignment with Oakland Leadership Dimensions
  - Measurement accuracy
  - Transparency
  - Other topics as they arise
- Partner frequently with Office of Post Secondary Readiness to process and synthesize implementation of professional learning and formulate recommendations for revisions and improvements to the evaluation system.
- Work with the Educator Effectiveness team and the Chief of Schools to collect data and analyze results from LGDS; identify areas for improvement and propose revisions to model based on observed trends.
- Manage collection of input and feedback on the Oakland Leadership Dimension and LGDS; coordinate stakeholder engagement opportunities.



- Ensure that leader evaluation and professional learning frameworks are grounded in the specific priorities, context, and needs of Oakland's leaders and schools.
- Partner with the Director of Educator Effectiveness to develop relevant frameworks for teacher leaders.
- Collaborate with and serve as liaison to other District divisions to establish systems of professional learning that align with and are responsive to the outcomes of the Leader Growth and Development System; ensure these professional learning systems reflect best practice and are grounded in adult learning theory; provide implementation guidance as appropriate.
- Develop recommendations for how LGDS may be used to identify and track developing leadership talent in the District in order to support OUSD's principal pipeline and succession management process.
- Partner with Growth and Development Program Managers, Talent Development, Educator Effectiveness and other District staff to implement effective training and succession development practices.
- Work closely with Program Manager, Teacher Growth and Development System, and Program Manager, Classified Growth and Development System, to ensure the systems are aligned with each other and with the strategic direction of the district.
- Review and maintain knowledge of external research and benchmarking to ensure LGDS is positioned to deliver meaningful results for school leaders and schools.
- Track best practices in leader evaluation from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around leader evaluation and development.
- Provide project management support for special initiatives related to leader evaluation and professional learning.
- Support in the preparation of written documents, presentations, and executive summaries for parent, school, district and state level audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain leader evaluation resources, including best practices in measuring effectiveness.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the LGDS.
- Perform other 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 Organizational Development, Human Resources, Business 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 successful teaching and/or administrator experience
- Successful experience in performance management, professional development, assessment and implementation
- Experience in administrative leadership preferred
- Master's degree preferred

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

- Valid Administrative Services Credential preferred, but not required
- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

#### **KNOWLEDGE AND ABILITIES**

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

- The change process and its relationship to current trends in large urban school districts
- Current District strategic plan and priority initiatives
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students, personnel and community
- Best practices in developing leaders and adult learning
- Statistics and measurement
- Research related to principal evaluation and educator effectiveness
- Laws, rules, regulations and policies affecting the administration of principal evaluation and supports

- Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices
- Correct English usage, grammar, spelling, and punctuation
- Computer software, hardware, and related technology

**ABILITY TO:**

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Exercise diplomacy, sound judgment, leadership, problem solving and accountability
- 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 a situation or project and plan a strategy for resolution or completion
- Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations
- Serve as resource to District administrators and facilitate communication throughout the District
- Communicate effectively in English orally and in writing
- Set ambitious goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- 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:	15-0156
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Enactment Number:	15-0246
Enactment Date:	2/25/15
By:	P.R.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Special Projects</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development Division</b>	<b>CLASSIFICATION:</b>	<b>Classified Management Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFCA 18</b>

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

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

The Program Manager must 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:

#### Project Management

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



- Integrate change management framework and activities in strategic projects.

### **Communication**

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

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

- Assist the Chief Talent Officer and Division leadership in identifying significant change opportunities via data collection, analysis and evaluation; and opportunities to support core business objectives by challenging conventional thinking and applying a customer-focused approach across processes.
- Convene, facilitate, and/or serve on committees, task forces and ad hoc groups as necessary to coordinate functions for assigned areas of responsibility.
- Develop 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 Talent Development Division improvement efforts.
- Manage the agenda for the management team and all Talent Division staff, including off-site retreats to ensure communication and coordination between teams is as efficient as possible.
- Actively engage Division staff in support of the Department and District's mission to improve student achievement.
- Ensure staff assigned to projects is competent for the role they are undertaking and provide management to staff as required; monitor the performance of project team members so optimum service and value is realized; develop project objectives for the team, monitor performance and provide guidance as required.
- Perform other 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 Business Administration, Human Resources 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 - Experience should include project management techniques and tools, group organization, communications, material preparation, task management, and cost and benefit financial analysis
- Knowledge of both theoretical and practical aspects of project management preferred
- Master's degree preferred.

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

- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

### **KNOWLEDGE AND ABILITIES**

#### **KNOWLEDGE OF:**

- Project management principles and methodologies
- Organizational development and organizational change management principles and practices
- Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
- Planning, organization and coordination needed for assigned program
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff
- Interpersonal skills using tact, patience and courtesy
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Computer software, hardware, and related technology

#### **ABILITY TO:**

- Coordinate and supervise special projects, capital projects, and consultant studies

- Accurately analyze situations and problems relating to projects, identify alternative solutions, project consequences of proposed actions, and implement an effective course of action in accordance with general policy and pertinent codes and regulations
- Explain complex problems and solutions in clear, concise and compelling ways
- Maintain confidentiality at all times
- Understand and interpret District policies and procedures; be able to incorporate them into practice and explain them to others
- Design, develop and implement broad strategic initiatives and work plans and evaluate their outcomes
- Facilitate discussion and learning activities towards a clear end
- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- 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
- Adapt to feedback and focused on continuous improvement
- Communicate effectively in English orally and in writing
- Finish work on timely basis
- Communicate effectively with other Departments and school sites
- Learn new software applications and assist sites in using Human Resources tools
- Work as an integral member of a team
- Operate personal computer, related software, and other office equipment

**WORKING CONDITIONS**

**ENVIRONMENT:**

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

**PHYSICAL REQUIREMENTS:**

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

**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:	15-0156
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Enactment Number:	150246
Enactment Date:	2/25/15
By:	2/2



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Program Manager, Teacher Growth and Development System</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Talent Development</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management, Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours or duty days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: February 2015</b>	<b>SALARY GRADE:</b>	<b>CFAD 18</b>

**BASIC FUNCTION:** The Program Manager for Teacher Growth and Development System is primarily responsible for developing and managing policies and systems related to creating a meaningful evaluation and development experience for teachers. Under Supervision of the Deputy Chief of Talent Management, the Program Manager will work closely with the Talent Management team, the Teaching and Learning Department, principals and the Oakland Education Association to continuously improve and support expansion of the Teacher Growth and Development System. This position may also be responsible for other duties as assigned.

The Program Manager must 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

The Program Manager for Teacher Growth and Development System will support the work of the Talent Management team in a number of ways, including:

- Collaborate with School Partners and principals to develop a shared understanding of and support for the implementation of the Teacher Growth and Development System (TGDS), including:
  - Evaluator/observer training
  - Observer certification process
  - Validation and reliability of measures
  - Communication strategies
  - Professional learning communities
  - Teacher induction
  - Measurement accuracy
  - Other topics as they arise
- Partner frequently with the Teaching and Learning Department and Oakland Education Association to process and synthesize learnings from the implementation of TGDS and formulate recommendations for revisions and improvements.
- Work with the Educator Effectiveness team to collect data and analyze results from teacher evaluation implementation; identify areas for improvement and propose revisions to model based on observed trends.
- Ensure that teacher evaluation and professional learning frameworks are grounded in the Effective Teaching Framework, and reflect the specific priorities, context, and needs of Oakland's teachers, leaders and schools.



- Collaborate with and serve as liaison to other District divisions to establish systems of professional learning that align with and are responsive to the outcomes of the Teacher Growth and Development System; ensure these professional learning systems reflect best practice and are grounded in adult learning theory; provide implementation guidance as appropriate.
- Manage collection of input and feedback on the Effective Teaching Framework and TGDS; coordinate stakeholder engagement opportunities; facilitate the development of calibrated training and materials for the observer certification process.
- Work closely with Program Manager, Leader Growth and Development System, and Program Manager, Classified Growth and Development System, to ensure the systems are aligned with each other and with the strategic direction of the district.
- Review and maintain knowledge of external research and benchmarking to ensure TGDS is positioned to deliver meaningful results for teachers and schools.
- Track best practices in teacher evaluation from local and national research.
- Develop, maintain, and coordinate partnerships with external organizations around teacher evaluation and development.
- Provide project management support for special initiatives related to teacher evaluation and professional learning.
- Support in the preparation of written documents, presentations, and executive summaries for parent, school, district and state level audiences. These may include compliance reports, manuals and guidebooks, memos, procedure documentations, website content and other communication tools.
- Manage and maintain teacher evaluation resources, including best practices in measuring effectiveness.
- Research and recommend technology products or services, and sources of funding or other assistance that will support the development and implementation of the TGDS.
- Perform other 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. 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 successful teaching and/or administrator experience
- Successful experience in performance management, professional development, assessment and implementation
- Master's degree preferred.

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

- Valid California Teaching Credential
- Valid Administrative Services Credential preferred, but not required
- Valid California Driver's License
- Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

#### **KNOWLEDGE AND ABILITIES**

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

- The change process and its relationship to current trends in large urban school districts
- Best practices in developing teachers and adult learning
- Statistics and measurement
- Research related to teacher evaluation and educator effectiveness
- Laws, rules, regulations and policies affecting the administration of teacher evaluation and supports
- Human resources-related programs in conformity with board policies, budget constraints, and established personnel practices
- Current District strategic plan and priority initiatives
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and personnel
- Correct English usage, grammar, spelling, and punctuation
- Computer software, hardware, and related technology

**ABILITY TO:**

- Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities
- Exercise diplomacy, sound judgment, leadership, problem solving and accountability
- 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 a situation or project and plan a strategy for resolution or completion
- Prepare clear, technically sound, accurate and informative reports containing findings, conclusions, and recommendations
- Serve as resource to District administrators and facilitate communication throughout the District
- Communicate effectively in English orally and in writing
- Set ambitious goals, work independently and drive results
- Produce high quality work, including strong attention to detail
- 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.