

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent of Schools

February 25, 2015

Legislative File	
File ID Number:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	2/25/15
By:	O.A.

TO: Board of Education

FROM: Antwan Wilson, Superintendent
Brigitte Marshall, Chief Talent Officer, Human Resources Services and Support



SUBJECT: Approval of Job Descriptions – Office of Post-Secondary Readiness

- Director, Counseling
- Director, Health Pathways
- Executive Director, College & Career Readiness
- Manager, College Readiness

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1415-0042, approving creation of the following job descriptions: Director, Counseling; Director, Health Pathways; Executive Director, College & Career Readiness; Manager, College Readiness for the Office of Post-Secondary Readiness.

DISCUSSION

As part of its ongoing work to revise and update the job classifications needed to implement the strategic plan and to have a written job description that is an accurate reflection of the scope and responsibilities for every position in the District Human Resources Services and Support is presenting four new job descriptions for positions in the Office of Post-Secondary Readiness so the department can complete its assigned work.

Office of Post-Secondary Readiness

Create

Classification Title

Director, Counseling

Salary Schedule/Range

Salary Schedule: CFAD

Range 21: \$ 87,536.23 - \$ 111,726.54

227 days / 7.5 hours or duty days and hours as assigned

Classification Title

Director, Health Pathways

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$ 83,815.96 - \$ 106,994.57

261 days / 7.5 hours or duty days and hours as assigned

Classification Title

Executive Director, College and Career Readiness

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$ 106,403.96 - \$ 135,809.45

261 days

Revise**Classification Title**

Manager, College Readiness

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$ 83,815.96 - \$ 106,994.57

261 days / 7.5 hours

BUDGET IMPACT

None.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1415-0042, approving creation of the following job descriptions: Director, Counseling; Director, Health Pathways; Executive Director, College & Career Readiness; Manager, College Readiness for the Office of Post-Secondary Readiness.

Legislative File	
File ID Number:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	150247
Enactment Date:	2/25/15
By:	a.i.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1415-0042**

- Office of Post-Secondary Readiness -

Approving Job Description

- Director, Counseling; Director, Health Pathways; Executive Director, College & Career Readiness
Manager, College Readiness -

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, Counseling; Director, Health Pathways; Executive Director, College & Career Readiness Manager, College Readiness, attached hereto, and confirms said job descriptions' placement on the salary schedule/range or employment contracts, as stated herein.

Office of Post-Secondary Readiness

Create

Classification Title

Director, Counseling

Salary Schedule/Range

Salary Schedule: CFAD

Range 21: \$ 87,536.23 - \$ 111,726.54

227 days / 7.5 hours or duty days and hours as assigned

Classification Title

Director, Health Pathways

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$ 83,815.96 - \$ 106,994.57

261 days / 7.5 hours or duty days and hours as assigned

Classification Title

Executive Director, College and Career Readiness

Salary Schedule/Range

Salary Schedule: CFCA

Range 25: \$ 106,403.96 - \$ 135,809.45

261 days

Creation of Job Descriptions-OPSR

Resolution No. 1415-0042

February 25, 2015

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Revise

Classification Title

Manager, College Readiness

Salary Schedule/Range

Salary Schedule: ADCL

Range 18: \$ 83,815.96 - \$ 106,994.57

261 days / 7.5 hours

Passed by the following vote:


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

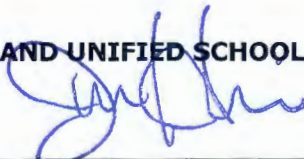
NOES: None

ABSTAINED: None

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held February 25, 2015.

Legislative File	
File ID Number:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	02/25/2015
By:	

OAKLAND UNIFIED SCHOOL DISTRICT
James Harris
President, Board of Education
Antwan Wilson
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	2/25/15
By:	Q/A



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Counseling	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: February 2015	SALARY GRADE:	CFAD 21

BASIC FUNCTION: The Director of Counseling shall provide leadership for the development and implementation of a comprehensive Counseling Program designed to support instruction, student achievement, and meet the needs of students, parents, Principals, teachers and staff. Further, the Director shall direct, supervise and evaluate all aspects of the Counseling Program and ensure highly qualified counselors are hired and provided with professional development, consultation and supervision.

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

Organize, manage, supervise, and evaluate effective and clear programmatic procedures for the operation and functioning of Counseling Services in all elementary, middle and high schools, consistent with the philosophy, mission, values and goals of the school and District; including but not limited to counseling services for educational, college and career planning, social and emotional development and coordination of specialized services for students.

Oversee the school counseling program of the District for all students including those with IEP approved related counseling services.

Plan and carry out an effective program of District-wide school counseling in which counselors provide service to all students; including but not limited to general education students, the gifted and talented, disaffected and disruptive students considered to be at risk, those identified as English Language Learners (ELL) and those classified as students with disabilities.

Collaborate with Principals, Counselors, Principals of Academy High Schools, the Director of College and Career Readiness, the Director of College and Career Pathways and other District staff to implement a Comprehensive Career Education Program in all schools and academies.

Collaborate with Principals, and other District staff to plan and supervise an orientation program for new school counselors.

Define and interpret the professional functions of school counselors to administrators, teachers, students, parents and the public.

Serve as a resource person in the assessment and diagnosis of learning styles, and social and emotional needs of students, using a variety of techniques.

Counsel individual students, including those requiring crisis intervention, to resolve educational, personal, emotional, and social needs and other areas of concern identified by the counselor, student, parents, teachers, administrators when appropriate and as needed.

Collaborate with school staff, Post Secondary Readiness staff and Community Schools and Student Services (CSSS) staff in preventing students from dropping out of school; and assist in securing alternative programs or employment when warranted.

Participate in conferences with students, parents, teachers, and/or administrators to assist students in achieving success in school and in developing mature behavior.

Collaborate with Principals, School Administration, Child Study Team members, Crisis Intervention Team members and community resources to coordinate and provide counseling and career education services for students who might be experiencing difficulty, including, though not limited to, academic achievement, health related concerns, and physical, emotional, and learning disabilities.

Conduct on-going, follow up studies and analysis of graduates and those who leave school, and communicate data to the Leadership Team, relevant staff, parents and the community.

Provide opportunities for effective staff development that addresses the needs for counseling, 504 Plans, guidance, college and career education programs including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff learns of research based successful practices and strategies.

Collaborate with Research, Assessment and Data (RAD) and other administrators to coordinate the District's testing/assessment program.

Prepare grant and other applications applicable to guidance and career education achievement.

Understand the legal requirements governing the implementation of guidance and counseling services, information and referral services committees, Section 504 Accommodation Plans and Special Education placement and related services for students with disabilities.

Collaborate with Principals to coordinate guidance counselor activities at the opening of school, during vacation periods and at the end of the school year; provide for the articulation of the Counseling Program by conducting regular meetings of counselors.

Serve as consultant to curriculum development committees when requested.

Coordinate with Principals to supervise elementary, middle and high school counselors, and determine the appropriate opportunities, programs and services to be offered students.

Collaborate with Principals to coordinate career education initiatives in the elementary schools.

Observe and/or evaluate programs in designated school(s) and assist Principal(s) in developing Professional Development Plans (PDP) with members of the counseling staff; facilitate participation of counseling staff in professional development experiences to enhance job knowledge and skills.

Establish effective liaison with the various offices and agencies within the community that provide specialized or professional help to students and their parents.

Establish effective working relationships with other institutions in the Bay Area and California that may be of use to students, parents and teachers.

Establish and promote high standards and expectations for all students and programmatic staff for academic performance and responsibility for behavior.

Compile, regularly update and disseminate in accordance with District procedures a comprehensive description of the K-12 Counseling Program including policies, procedures and other components.

Develop budget recommendations and furnish these to supervisor and Fiscal Services for expenditure control; provide fiscal and financial information required to ensure fiscal accountability.

Supervise procedures for the secure and confidential storage of student records and protect the confidentiality of information gained as part of exercising professional duties and use discretion in sharing such information in

accordance with the Family Education Rights to Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state, law and District policy.

Assume responsibility for compiling, maintaining, and filing reports, records, and other documents legally required or administratively needed in designated school(s).

Ensure appropriate records are maintained by counselors to track student progress, note counseling service and generate necessary state and District reports.

Ensure compliance with all laws, administrative codes, Board policies and regulations.

Recruit, screen, train, supervise and evaluate elementary, middle and high school counselors in collaboration with principals and assume responsibility for their professional guidance.

Assume responsibility for own professional development; for keeping current with the literature, new research findings and improved techniques in school counseling; and for attending appropriate professional conferences.

Attend required staff meetings and serve, as needed, on staff and District-wide committees.

Represent the school and District at community, State, and professional meetings when requested.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Guidance and Counseling or in one of the related Pupil Services from an accredited college or university.

Five (5) years experience as a Guidance Counselor or Guidance Director

Demonstrated evidence and experience of excellent service as a Guidance Counselor

Experience and demonstrated knowledge in compiling/analyzing data, writing reports and providing professional presentations/status reports

LICENSES AND OTHER REQUIREMENTS:

Valid California Pupil Personnel Services Credential

Valid Administrative Services Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current trends and best practices for providing comprehensive school counseling services at the elementary, middle and high schools

Counseling theories and skills, group dynamics and small group processes, as well as, the American School Counseling Association National Model

Child development, group and individual counseling techniques, conflict resolution techniques and community resources

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

Current District curriculum and school instructional programs

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

Applicable federal, state, and District codes, regulations, policies and procedures governing workscope

Planning, organization and coordination needed for assigned program

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Provide leadership in the administration and supervision of a school counseling program

Establish professional rapport with Professional staff that gains respect of students and staff members

Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school

Work under general administrative direction

Carry out supervisory responsibilities in accordance with District policy, applicable laws and collective bargaining agreements

Supervise and evaluate Counselors and assigned staff

Motivate others to reach their fullest potential

Effectively present to leadership team, public groups and/or Board

Communicate courteously, efficiently and effectively with a variety of individuals, students, faculty, administrators, parents and representatives of outside organizations

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Apply principles of logical and scientific thinking to a wide range of intellectual and practical problems

Communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

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

PHYSICAL REQUIREMENTS:

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

NON-DISCRIMINATION POLICY:

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:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	2/25/15
By:	o/l



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, Health Pathways	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: February 2015	SALARY GRADE:	ADCL 18

BASIC FUNCTION: Under minimal supervision, the Director of Health Pathways will develop, coordinate, and manage the Health Pathways Initiative; align budgets for multiple revenue streams to maximize effectiveness; convene and manage community partners and the District to meet grant objectives for Health Pathways associated with each revenue stream (Atlantic, California Pathways Trust (CPT), Measure N, etc...); lead collaboration between the two lead agencies, Oakland Unified School District and Alameda County Health Care Services Agency (HCSA); build the Health Industry Sector Advisory Board, to inform Career Technical Education (CTE) health curriculum, teacher externships, student work-based learning experiences, concurrent enrollment and health career ladders; and liaison to the industry partners and other external entities.

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

- Collaborate with the Leadership Team and the Alameda County Health Care Services Agency (HCSA) to scope and monitor Health Pathways goals, timelines, and budget.
- Collaborate with HCSA Director of Development in developing and implementing the fundraising plan for implementation and sustainability of Health Pathways; support Linked Learning Team to adapt the funding model to other industry sectors.
- Prepare and manage budgets in accordance with federal, state and District mandates to ensure fiscal responsibility and compliance.
- Coordinate Central Office operational support in areas of HR and fiscal to ensure effective and timely implementation of all Health Pathways.
- Coordinate purchasing of up-to-date and relevant equipment for school site facilities to support the Health Pathways.
- Collaborate with the District's Technology Services department to build/enhance technology to support Health Pathways.

Communications/Recruitment

- Prepare materials, literature, and related information to create and maintain an active interest Health Pathways.

Student Curriculum and Professional Development

- Ensure that Health Pathways Initiative is aligned with and integrated into the curriculum across all grade levels, beginning in PK.
- Align curriculum and instruction with CTE Standards, Common Core State Standards, Next Generation Science Standards and Social Emotional Learning Standards.
- Develop, implement, and continuously improve Health Pathways to increase the number of students served and to improve rigor and quality of pathways.
- Support Principals with Master Schedule changes needed to implement the pathways.
- Develop and manage the implementation of health related community partnerships, including coordination between partners and the District and school sites.
- Build employment pipelines; post secondary and employment during and after high school for Health Pathways students.
- Convene teachers, industry and postsecondary teams (OUSD, HCSA, and PERALTA) to make agreements on content of courses, dual enrollment, and certification; support Linked Learning Team to leverage the Health Pathways as model for agreements for other Pathways.
- Convene OUSD counselors and Peralta counselors to create transition teams and activities between high school and college.
- Collect and communicate the standards and curriculum that industry partners consider essential and relevant to the programs of study offered in the Health Pathways.
- Plan, manage, and implement programs and professional development to support school sites to offer a linked learning experience that prepares all students for college, career, and community in Health.
- Provide coordination and expertise in health related curriculum and industry to the Linked Learning Leadership Team to support teachers in updating curriculum in the Health Pathways to better prepare students for current industry practices.
- Develop aligned systems and structures for on-going leadership and professional development opportunities for Health Pathways teachers and other District staff that is aligned to Social Emotional Learning standards.
- Collaborate with high school network to ensure alignment and communication of priorities to Principals.
- Work collaboratively with site administrators and across central office departments to assure coordination, alignment and articulation of instructional support and industry partnerships.

Student Supports

- Identify extended learning opportunities (after school, summer) that support the Health Pathways Initiative.
- Develop a system for supporting student transitions into Pathways that includes a process for identifying and addressing skills gaps as well as ensuring every student has a College and Career Plan.
- Develop a plan for expanding student access to learning and other supports (e.g. mental health).

Replication and Scaling

- Develop theory of action and templates for replication.
- Coordinate the development of a model for scaling pathways in OUSD, using Health Pathways expansion as a pilot, in anticipation of Measure N rollout.
- Document key strands of work in order to support replication of the model.
- Support Deputy Chief of Post Secondary Readiness and Director of Linked Learning in their work on Measure N.

Evaluation

- Provide support for the SRI Evaluation: including scheduling of observations, data collection, feedback on reports, and other elements of evaluation reporting as needed.
- Lead and document the utilization of the information captured in the formative evaluation reports to write recommendations, secure budget, and implement continuous program improvement.

Other Duties:

- Identify funding opportunities that align with the needs of students and schools; write and submit grant proposals, and administer grant funds to programs.
- Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

- Provide cross-training to other staff members within the department.
- Travel to sites as needed.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's Degree from an accredited college or university.

Five (5) years experience in project management

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 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

Principles and practices of supervision and evaluations

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

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Address the needs of identified English Learner communities

Maintain accurate records

Supervise 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

Supervise, coach, and evaluate assigned personnel

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:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	2/25/15
By:	O.L.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, College and Career Readiness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Classified Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	261 days
ISSUED:	Created: February 2015	SALARY GRADE:	CFCA 25

BASIC FUNCTION: The Executive Director of College and Career Readiness is responsible for working with all schools to drive college and career readiness for all OUSD students. The Executive Director independently anticipates challenges and opportunities by developing and implementing comprehensive college and career readiness strategies for the District.

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

Drive the mission, vision and a set of measurable objectives for college and career readiness; collaborate with the Deputy Chief of Post Secondary Readiness, the Chief of Schools, the Chief Academic Officer, Linked Learning/College and Career Readiness staff and other appropriate District staff to design, develop, and implement the college and career readiness strategic agenda of the District and the department.

Articulate a compelling vision for how to achieve college and career readiness by focusing on strategies, interventions and planning at all school levels.

Collaborate with Linked Learning/College and Career Readiness staff, Teaching and Learning, Programs for Exceptional Children (PEC), Network Superintendents and other departments to coordinate District programs to provide students with access to resources to achieve the skills, capacities and dispositions to be successful beyond high school.

Design and execute data driven systems and structures that ensures the skillful implementation of programs to provide maximum student impact.

Embrace, celebrate and build upon existing systems and structures with the realization that continuous improvement is necessary.

Develop and implement a strategy that makes full use of available resources to achieve District college and career readiness priorities.

Recruit and engage strategic partners to envision schools that produce the profile of a graduate as outlined in the Strategic Plan; cultivate strong relationships with appropriate internal and external stakeholders in order to meet objectives.

Manage external relationships with institutions of higher learning regionally and as needed, nationally.

Design, direct and support college and career readiness plans, programs and practices to grow the graduation rate and improve college acceptance and persistence rates.

Supervise, align and improve the effectiveness of extended learning programs, including after school and summer school.

Design, direct and support an alternative learning team responsible for creating the strategy, structure and programs (including credit recovery) to support students who are not successful in traditional/comprehensive high school settings; oversee District dropout prevention efforts.

Develop consistent programming models to improve access and outcomes for students (e.g., schedules, advisory, staffing models) and improve communication to students and families about academic opportunities.

Provide creative leadership by: a) establishing communication and rapport with the Leadership Team and District staff, Principals and school staff; b) providing expertise based on experience and research; and c) providing leadership in short and long-range planning.

Formulate proposals for the development and revision of policies pertaining to secondary education programs.

Collaborate with departments and schools to develop resources to support instructional leadership, school reform, and data analysis and serve as a facilitator of various instructional/special study groups/meetings of school administrators and secondary staff.

Facilitate interagency planning and collaboration between the District, department and external partners to support expanded opportunities and/or improved outcomes for students.

Assist with interpretation of secondary education programs to the School Board, staff and the public.

Provide progress reports to District Leadership.

Prepare and administer the College and Career Readiness budgets and exercise proper fiscal controls, prepare grant applications, and solicit funds to provide financial support for programs as needed.

Ensure compliance with federal and state statutes, regulations and laws, OUSD policies and procedures and relevant contractual obligations.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Demonstrate courteous and cooperative behavior when interacting with students, families, community members/partners and OUSD staff; act in a manner that promotes a harmonious and effective workplace environment.

Enthusiastically promote the Superintendent's goals and priorities in compliance with all policies and procedures.

Maintain absolute confidentiality of work-related issues, records and OUSD information.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: Master's degree in Education, Vocational Education or related field.

Five (5) years of progressively increasing experience in working with college and career programs, with demonstrated success in building support from a variety of stakeholders

Experience managing education support programs in an urban public school

Experience as a site administrator preferred

Strong track record of managing organizational change and initiating key innovations

LICENSES AND OTHER REQUIREMENTS:

Valid California 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:

College and career readiness standards

Urban public schools

UC and CSU eligibility requirements

Work and college preparation landscape

Effective teaching practices, including curriculum, instruction and student development

California Content Standards, ELD Standards, Next Generation Science Standards and the instructional shifts driven by the Common Core Standards

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English, and Standard English Learners

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

Planning, organization and coordination needed for assigned program

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

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

Large-scale student information data systems

State-of-the-art research and proven best practices in areas of closing the achievement gaps and meeting the diverse needs of students

Correct English usage, grammar, spelling, vocabulary and punctuation

Report writing, and presentation

Budget development and procedures

Computer software, hardware, and related technology

ABILITY TO:

Effectively plan, organize and use resources to take action

Manage budgets and understand state, federal and local funding sources in public education

Build and manage strong teams by developing individuals' skills, maximizing their strengths and providing regular feedback

Work effectively across multiple functions and roles within a complex organization

Convey complex information to a variety of audiences

Analyze and interpret student performance data

Analyze a variety of instructional methods, practices and delivery methods, and determining appropriate practices and methods to use

Collaborate with staff and administrators

Adapt to change and remain flexible

Establish and maintain effective working relationships with District staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

Read, interpret, apply, and explain rules, regulations, policies, and procedures

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Address new trends and ideas in education and education transformation

Work independently and as a team member

Successfully facilitate reflection and dialogue among school and District level staff related to their current practices in career and college readiness

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:	15-0276
Introduction Date:	02/25/2015
Enactment Number:	15-0247
Enactment Date:	2/25/15
By:	O.R.



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Manager, College Readiness	REPORTS TO:	Assigned Administrator
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/ HOURS	261 days/7.5 hours
ISSUED:	Created: October 2008 Revised: February 2015	SALARY GRADE:	ADCL 18

BASIC FUNCTION: The Manager of College Readiness is responsible for providing program leadership for District college readiness initiatives. Develop and implement college readiness programs and assist school staff in overseeing, coordinating and evaluating activities that support K-12 students' preparation for high school graduation and enrollment and graduation from college. Provide professional development centered on developing a college going culture for District personnel, school staff and counselors. Serve on committees, teams and boards developing information to improve student achievement and college entry.

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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Develop and implement a comprehensive college awareness and preparation program for students, parents/guardians and community partners including peer reviewed and research based strategies and activities that increase college awareness and preparation for students; organize, facilitate and monitor community-based college readiness programs that service all schools.

Manage and provide leadership for college access activities/workshops for students and parents, which include, but are not limited to creating 4-year plans, the college application process, financial aid activities (including FAFSA application and locating financial aid for post-secondary education and training), and college selection and enrollment strategies.

Work with Principals, College Coordinators, teachers and appropriate staff to ensure students and parents/guardians have adequate access to computers for the college and financial aid application processes.

Work closely with, and coordinate professional development for, College Coordinators and teachers, Principals, Counselors and other District staff to develop, coordinate and support activities and events that promote college attendance, prepare parents and students for college participation and develop a viable network of college and universities to receive students.

Establish strong partnerships with local colleges and universities to increase opportunities for early college models in the District and to increase dual enrollment opportunities.

Develop and sustain positive relationships with appropriate college preparatory and college counseling organizations.

Provide leadership in current college admissions practices by staying up-to-date on all standardized testing used in the admissions process, collaborating with standardized testing agencies.

Work with Principals, teachers, College Coordinators and Counselors to ensure a strong focus on academic achievement and the completion of high school.

Coordinate the creation and implementation of the College Readiness Network.

Provide and expand support for the members in the College Readiness Network, such as the University of California, community colleges, AVID (Advancement Via Individual Determination), College Board and College Summit, that share the task and goal of having more students succeed academically.

Provide support to sites to ensure that Principals and Counselors know and support the efforts of the College Readiness Network at their sites.

Collaborate with community colleges in the implementation of the Gates Foundation Gateway to College Grant which focuses on re-engaging at the community college level, high school dropout students so they will pursue both a high school diploma and earn community college credits.

Coordinate the efforts of the College Readiness Network members to ensure that more students will access more and better college-going community services.

Work collaboratively with institutes of higher education staff to create and disseminate information for middle school and high school communities to build a college and career culture in schools.

Design and implement broad initiatives to build more community resources and program options for college readiness.

Develop and facilitate student and community information presentations as it relates to the college readiness program; develop resources and training to promote college and career readiness.

Provide increased accountability by capturing and analyzing data to track student success and participation in the college-going culture, while increasing access to A-G college admission requirements and counseling to students and families.

Ensure a strong focus on closing the achievement gap.

Effectively use web-based reporting tools to monitor data points including the number of students applying to 2 and 4 year colleges, FAFSA completion, college acceptances and long range plans to identify which students graduated from college.

Coordinate the Counselor/Principal Network.

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

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 in Education, Counseling, Psychology, Business Administration or Public Administration or closely related field from an accredited college or university.

Five (5) years of increasingly responsible leadership experience in an educational setting managing teams, coaching or program development

Experience working with Career Technical Education, Regional Occupational Programs, college guidance or career guidance programs

Master's degree preferred

LICENSES AND OTHER REQUIREMENTS:

Bilingual Spanish preferred, but not required

Valid California Driver's License

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

May be required to attend evening or weekend events and/or travel within and out of District boundaries to attend meetings

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

High school graduation requirements

College and career readiness and preparation

College requirements for the UC and CSU systems

Financial aid issues for higher education

Post secondary college entrance examination requirements

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

Program evaluation, assessment and analysis of student data

Adult learning

Effective assessment strategies and assessment design

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

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Correct English usage, grammar, spelling, vocabulary and punctuation

Report writing

Effective staff development programs and strategies

Presentation, communication and public speaking techniques

Research methods, report writing and record-keeping techniques

Principles and practices of effective leadership

Effective management principles, practices, and supervision techniques

Computer software, hardware, and related technology

ABILITY TO:

Exercise strong personal initiative and independence

Analyze data for the purpose of decision making and planning

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

Read, interpret, apply, and explain rules, regulations, policies, and procedures

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Supervise and evaluate the performance of assigned staff

Implement and evaluate programs and professional development

Deliver high quality, high-value services

Communicate effectively orally and in writing

Plan, organize, and coordinate programs

Network to obtain resources and funding

Work in a team environment

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS:

ENVIRONMENT:

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