

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

August 26, 2015

Legislative File	
File ID Number:	15-1584
Introduction Date:	08/26/2015
Enactment Number:	15-1346
Enactment Date:	8/26/15
By:	OR

TO: Board of Education

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

SUBJECT: Approval of Job Description- Department as Assigned

1. Coordinator, GATE Program

ACTION REQUESTED

Adoption by the Board of Education of Resolution No. 1516-0044, approving the following job description:
Coordinator, GATE Program, in department(s) as assigned.

BACKGROUND:

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

BUDGET IMPACT

None.

RECOMMENDATION

Adoption by the Board of Education of Resolution No. 1516-0044, approving the following job description:
Coordinator, GATE Program, in department(s) as assigned.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1516-0044**

- Department(s) as Assigned -

Approving Job Descriptions

- Coordinator, GATE Program -

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 service our students, schools and community, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the attached job description: Coordinator, GATE Program.

Passed by the following vote:

AYES: Roseann Torres, Jumoke Hinton Hodge, Shanthi Gonzales, Nina Senn, Aimee Eng, 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 August 26, 2015.

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James Harris
President, Board of Education



Antwan Wilson
Superintendent and Secretary, Board of Education

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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Coordinator, GATE Program	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified Management
FLSA:	Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: August 2015	SALARY GRADE:	ADCL 16

BASIC FUNCTION: The GATE Program Coordinator leads the development, organization, implementation, coordination and evaluation of the K-12 instructional program as they pertain to Gifted and Talented Education Program. The Coordinator will work with school-site administrators, in consultation with parents, teachers, school counselors and other District staff, and will have prime responsibility for decisions in relation to the education of gifted and talented students. The Coordinator will ensure all students meet and exceed the Common Core Standards.

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

ESSENTIAL FUNCTIONS:

Work cooperatively and plan the overall structure, design and implementation of the District's GATE program in collaboration with directors, supervisors, and K-12 principals to ensure instructional programs and services are coordinated in the schools and administered uniformly and equitably; ensure GATE services are integrated with the school day and the program provides continuous progress for GATE students.

Plan, organize, implement, supervise, coordinate and evaluate programs in the Common Core Standards to ensure GATE students meet or exceed the Standards.

Provide leadership and coordination in the development of curriculum and the implementation of Gifted and Talented Programs, Honors and Advanced Placement courses; evaluate program and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

Assume responsibility for ordering and distributing instructional materials to teachers in the program.

Implement the program to ensure qualitatively different instruction designed to meet the needs of GATE students through a combination of direct instruction, staff development activities, curricular consultation and development of community resources.

Assist teachers in handling of instructional problems and serve as a resource person on curriculum questions.

Make classroom visits to teachers and provide follow-up consultation.

Coordinate and standardize the selection process of students participating in the Gifted and Talented Programs, and Honors and Advanced Placement Courses using criteria including, but not limited to, assessment data, report

card grades and teacher recommendation; ensure the identification process and procedure is equitable, comprehensive, ongoing and consistent with the California Department of Education GATE guidelines.

Design protocols to seek out and support the identification of culturally, linguistically and economically diverse gifted students.

Plan, initiate, monitor and evaluate alternative programs and procedures to improve the educational programs for students, including those at risk.

Develop and disseminate information regarding the District's identification of GATE students to administrators, teachers and parents; implement procedures to inform parents of a student's participation or non-participation in the GATE program.

Provide opportunities for effective professional development that address the needs of the instructional programs, including workshops, conferences, demonstration lessons and sessions in which staff shares successful strategies and practices; identify and plan professional development activities based on classroom observations and teacher feedback.

Develop and establish processes and procedures to review student progress and ensure feedback to parents, administrators and teachers.

Schedule and implement parent advisory meetings for the GATE Program.

Network and partner with OUSD staff, with institutions of higher learning, with the business community and CBOs to support GATE students transition to college and career.

Identify programs and services that support the social and emotional development of GATE students to increase responsibility, self-awareness, empathy and other issues of affective development including counseling and intervention services.

Develop and conduct an annual evaluation of the GATE Program including, but not limited to, data from administrator, teacher, student and parent surveys, student academic progress and administration of the program; coordinate the participation of parents and community members in planning and evaluation of GATE Programs.

Plan and assist in the retrieval, summarization and analysis of all required reports; maintain records for State reports and file reports with the State annually and/or as required.

Prepare and administer the budget for the GATE Program; construct budgets that support new and existing programs.

Develop and oversee multi-year plans for GATE Programs.

Assist in formulating GATE Program policies, regulations and procedures.

Collaborate in the development and implementation of summer programs for GATE students.

Attend professional development workshops and meetings to remain current on research and best practices in gifted education.

Serve as District representative to the State Department of Education – Gifted and Talented Education Team and regional and local committees.

Inform District of State regulations and funding that affects GATE students.

Assist in grant-writing activities to obtain program funding.

Provide input in the recruitment, screening, hiring and training of GATE Program personnel.

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

Perform other duties as assigned by the appropriate administrator.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based

assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE OF:

Gifted and Talented and Special Education Programs, services and curriculum implementation

Legal issues and requirements related to Gifted and Talented and Special Education Programs and the California Department of Education

Appropriate curricular and instructional programs for GATE students

GATE curriculum development, implementation and evaluation procedures and strategies

The intellectual, social, emotional and physical needs of GATE students

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

Effective instructional programs and methodologies, and experience in evaluating such methodologies for effectiveness in meeting state standards for achievement

State-of-the-art research and proven best practices in curriculum, instruction, research and assessment and in closing the achievement gaps and meeting diverse needs of students

Urban school system environment and commitment to improving student achievement

Cultural competence and a deep understanding of and empathy for issues facing urban families

Utilization of various forms of assessment to guide and design instruction

Effective pedagogy for ethnic populations, English Language Learners, Standard English Learners, and students with exceptionalities

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

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

Correct English usage, grammar, spelling, and punctuation

Public information principles and techniques, including an awareness of community needs, interests and concerns

Management, budgeting and contract administration principles and practices

Effective supervisory techniques

Problem solving processes and techniques

Computer software, hardware, and related technology

ABILITY TO:

Apply Gifted and Talented Education curriculum development, implementation and evaluation procedures and strategies

Identify exceptional instruction at the classroom level and more importantly, possess the ability to "model" exceptional instruction

Demonstrate success in managing change in a constructive manner and leading and facilitating collaboration among departments

Build a well integrated instructional team that exhibits superb cross-functional communications and execution capabilities that positively impact all of the District's initiatives

Develop, implement, monitor and evaluate program goals and initiatives

Identify and articulate best practices in curriculum and instruction

Apply management, budgeting and contract administration principles and practices

Apply effective supervisory techniques

Apply problem solving processes and techniques

Understand and implement complex oral and written directions given in English

Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling

Work cooperatively with classroom teachers and school community

Communicate, interact and work effectively and cooperatively with people of diverse ethnic and educational backgrounds and a willingness to contribute to cultural diversity for educational enrichment

Supervise and work effectively with departmental personnel

Maintain confidentiality in all aspects of the job

Manage multiple tasks with frequent interruptions

Manage multiple priorities

Manage a variety of tasks in many settings on a daily basis

Operate personal computer, related software, and other office equipment

PREREQUISITES:

Bachelor's degree in Education from an accredited college or university; a Master's degree in Gifted Education preferred

Five (5) years of successful classroom teaching and three (3) years of leadership experience in serving Gifted and Talented students

Successful full-time teaching experience in an urban school setting preferably working with GATE students

Successful experience as site/central office administrator

Experience in monitoring curriculum content for gifted learners, identification of gifted learners, data driven instruction and recommending program improvements

Valid California Teaching Credential preferred

Valid California Administrative Credential preferred

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

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

WORKING CONDITIONS

ENVIRONMENT:

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